The School Board of Highlands County

PREPARING NEW PRINCIPALS PROGRAM (PNP)

Department of Human Resources, Recruitment, and Professional Development

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Successful completion of the Preparing New Principals (PNP) program will lead to Level II Principal Certification. The time it will take to achieve Level II certification is dependent upon a comprehensive experience directly related to the participant’s role and responsibilities in accordance with the following eligibility status:

1. Interns: One full year (10 months, of which 180 days release time is minimum)
2. Intern Assistant Principal: One full year (10 months, of which 91 days release time is the minimum)
3. Assistant Principal: All individuals selected to become an assistant principal who do not have Level II Principal Certification will participate in a comprehensive PNP program for two or more years
4. Interim Principal: Assigned one full year (10 months minimum) when deemed necessary by the Superintendent with approval by the School Board
5. District Level Administrator: Two or more years (91 days release time is the minimum)

PNP PROGRAM GOALS
The Preparing New Principals Program has five major goals as stated below:

1. To assist each participant in identifying his/her strengths and developmental needs in relationship to leadership roles and responsibilities.
2. To provide for professional growth experiences and support in all competencies relevant to the Florida Principal Leadership Standards and Multidimensional Leadership Assessment (MLA) Dimensions of Instructional Leadership.
3. To provide the participant with support, assistance, and constructive as well as timely formative feedback from experienced, high-performing, accomplished instructional leaders of learning (support team).
4. To enhance the participant's identified areas of development to successfully complete the program requirements in preparing for a future district principal position.
5. To collect the information necessary to make an informed decision regarding the Florida School Principal certification and future administrative positions.

PNP PROGRAM ADMISSION
The entry process into the Preparing New Principals Program is as follows:

1. Meet all minimum position requirements for administrative application.
2. Become an assistant principal through the district’s selection process.
3. Discuss the PNP program expectations and requirements (the supervising
principal/supervisor and the potential participant).

4. Write a letter (potential participant) to the Superintendent indicating readiness to participate in the PNP program and send a copy to the principal/supervisor.

5. Approval of program participation (by Superintendent) and letter forwarded to Director of HRRPD.

6. Forward PNP portfolio (by Director of HRRPD) to the Supervising Principal.

PNP PROGRAM CONTENT

The content for the PNP Program consists of six sets of scheduled activities: (1) review and orientation, (2) diagnostic leadership assessments, (3) on-the-job field experiences, (4) documentation of required leadership competencies and program components, (5) support team goal setting, observations and discussion meetings, and (6) ongoing relevant job-embedded training and professional development focused on the Principal Standards and MLA Dimensions.

Orientation

Prior to beginning their roles in the PNP program, all participants and all members of the support teams will receive an orientation regarding the PNP Program guidelines, expectations and requirements.

Diagnostic Assessment

PNP participants will participate in assessment activities to determine the relative strengths and areas of development. Each participant will complete a Self-Appraisal (PNP-2) and an online Prior Learning Inventory (PLI) which focuses on the participant’s previous leadership experiences. These assessment instruments will primarily focus on the participant’s current level of leadership competencies as well as functions and responsibilities of the assistant principal position. During the second year of the program, “developing Principals/instructional leaders” will use the MLA Staff Questionnaire (found on First Class under the Principal Toolkit) to use in conjunction with their self-assessment to further enhance and develop the required Principal leadership skills.

Participants may also complete personality/leadership characteristics (Gallup Principal Perceiver) and/or technical knowledge assessments at their own expense. Upon request by the PNP Program participant, results from these additional assessment activities may be considered in determining the special training needs of the participant.

On-The-Job Experience

Each participant will participate in a comprehensive leadership experience as deemed appropriate to the assessed skill level and be provided an opportunity to further develop the essential leadership skills necessary to transition from an early career/entry level administrator to becoming an effective well-prepared instructional leader. These skills will be demonstrated in a full-time, on-the-job, school-based environment.
Program Components
Participants will complete an online ILDP based on the PLI, self-assessment, and support team’s assessments. Prior administrative performance appraisals may be used where appropriate. Evidence of reflective practices, prescriptive professional development training, as well as evidence of successful on-the-job experience will be used to document effective demonstration of leadership competencies. The Principal Leadership Standards Rating Form and assignments will be used to further define mastery of required competencies that align with the MLA Dimensions and Principal Leadership Standards.

Support Team Meetings
In addition to the guidance provided by the immediate supervising administrator, the participant will also benefit from having a support team. Each participant’s support team meets at least three times per year to discuss experiences and progress of training goals and learning objectives. At these meetings the participant shares critical incidents and/or events experienced on the job and benefits from the formative feedback and counsel provided by the experienced administrators on the support team. Participants should be encouraged to share both positive and negative learning experiences!

At each meeting there is a review of progress, suggestions for developmental activities or opportunities, and an updating of the Individual Leadership Development Plan and PNP Portfolio.

Program Extension
The PNP Program may be extended for an additional year beyond the initial two-year program requirement (based on extenuating circumstances or limited professional learning opportunities). If this is the case, the supervising Principal, Support Team, and Director of HRRPD will collectively determine that it will be an advantage to the participant to further strengthen his/her leadership skills and level of performance. The Superintendent will make the final decision to extend the program participation if extenuating circumstances exist to warrant approval of the requested extension.

Upon program extension approval, a revised leadership development plan will be created by the existing support team or a newly appointed support team. Additional assessments may be required to determine an appropriate individual leadership development plan with revised goals that include remediation. Participants who do not successfully complete the program after a one-year extension (three full years) will be dropped from the program and not reappointed in an Assistant Principal position for the subsequent school year; he/she may be reassigned to a (non-school based) non-administrative position.

PNP Training
Participants will receive training throughout their PNP experience. This training is based on the Florida Principal Leadership Standards (previously the WCG School Leadership Development Program), the MLA Dimensions, and the functions, role and responsibilities of the principal position in Highlands County. The primary focus is on individual leadership development that supports faculty-
building and teacher success that results in improved student growth and achievement. An effort will be made to individualize, to the degree possible, the training for each participant, based upon assessments/inventories, ILDP, support team observations, and special developmental training needs. Learning/growth opportunities will include experiences in three basic areas:

1. **Classroom-Based Training** will be provided by a variety of resources, professional organizations, and higher education partners or affiliates. During the first year, these seminars, academies, workshops, and online modules will provide research-based knowledge to make candidates aware of leadership standards and competencies to include Managing the Learning Environment, Learning, Accountability, and Assessment, Technology, Human Resource Development, and Ethical Leadership, and Diversity. Additional leadership standards during the second year will also include Instructional Leadership, Decision-making Strategies, School Vision/Culture, and Communication and Stakeholder Partnerships. The online leadership training program modules through Educational Impact will be used to provide professional development in required program areas.

2. **Job Specific Training** will be provided to fully inform the participant of the policies, procedures, and practices essential to the function(s) of a school principal. These may consist of district shadowing experiences, various district orientations and training sessions, and conferences/seminars/workshops covering such critical topics as:
   a. School Finance/Budget/Allocations
   b. Curriculum Programs
   c. Facilities, Transportation, and Food Service
   d. Human Resources and Employment Law
   e. ESOL for Administrators
   f. Labor Relations and Union Contracts
   g. Student Support Services
   h. Vocational and Career Education
   i. Federal and State Programs; legislation governing public school organizations
   j. Management Information Services and Technology Resources
   k. Exceptional Student Education
   l. Professional Development and DOE Professional Development Protocol Site Review; National Staff Development Standards
   m. Overview of System Organization, Policies, Procedures, and Comprehensive Planning
   n. Safety
   o. Parental and Community Involvement

3. **School Site Training/Field Experiences** shall provide the PNP participant with relevant on-the-job learning experiences. These experiences shall take place primarily at one site but may include visits to other schools sites within or outside of the district. All experiences should be guided by the Supervising Principal and may include shadowing of other effective experienced principals and/or assignment of projects applicable to the leadership learning process.
The Supervising Principal is responsible for assigning the field experiences and providing the PNP Program participant with opportunities to learn and grow through various methods and avenues on a continuing basis. The participant will periodically update the supervising Principal regarding selected field experiences and status of learning opportunities reflected by the level of leadership development. The PNP Program participant may participate in the following learning-teaching roles under the direction of the Supervising Principal to use as documentation of the required competencies.

a. **Observation and Demonstration**
   An individual observes an activity or an individual without taking part in the activity. For example, the participant observes the Supervising Principal or the Supervising Principal observes the participant or the participant observes other leaders (may include support team), providing ongoing feedback.

b. **Delegated Assignment**
   The Supervising Principal delegates a problem, task or responsibility for the participant to handle with minimal guidance, providing ongoing feedback.

c. **Supervised Assignment**
   The Supervising Principal assigns the participant a specific task and provides training and supervision, offering ongoing feedback.

d. **Cooperative Assignment**
   The Supervising Principal and participant work as peers in a collegial relationship in a specific situation.

e. **Structured Study**
   The participant completes a structured training module or other professional development activity which is reviewed by the Supervising Principal and discussed collaboratively (may include support team).

f. **Informal Independent Study**
   The participant completes a self-study program resulting from a diagnosis by the Supervising Principal and/or self-diagnosis (may include support team).

g. **Discussion and Reflection**
   The Supervising Principal and participant discuss topics of professional interest or concern surrounding the field experience such as 1) practical tips or techniques or 2) orientation or briefing on a task, event, or situation.

**SUPPORT TEAM**
Each PNP Program participant will have a support team consisting of the following individuals:

1. The Supervising Principal,
2. An effective experienced principal, former principal, or administrative supervisor with at least three years of exemplary school-based administrative experience who is trained in the leadership assessment and
3. Another trained experienced professional (principal, former principal or district-level administrator), preferably one who holds a valid Florida School Principal Certification. **The trained Peer Evaluator may be used in this role.**

Support team members will be recommended in writing by the Supervising Principal to the Superintendent. Should the participant not have a principal or former
principal available, the Supervising Principal will recommend an appropriate substitute who meets the qualifications for experience and success in the field (effective “experienced” qualified Assistant Principals may be considered).

RESPONSIBILITIES OF THE SUPERINTENDENT
The Superintendent will have the following responsibilities in the Preparing New Principals Program:
1. Forward participant’s readiness letter to Director of HRRPD;
2. Approve the candidate’s support team members recommended by the Supervising Principal;
3. Address any issues which arise during program implementation;
4. Review completed portfolios and discuss candidate’s status, accomplishments, and/or performance deficiencies with Director of HRRPD;
5. Assess status, where appropriate, with Supervising Principal, Support Team Members, Peer Evaluator, and Director of HRRPD to determine successful completion; a one-year extension of the program may be granted under special circumstances;
6. Make the final Florida School Principal Level II Certification recommendation decision or recommend to drop the participant from the program and non-reappoint as an AP; may reassign in non-administrative position for the subsequent school year.

RESPONSIBILITIES OF HRRPD
The Director of HRRPD or designee will have the following responsibilities in the Preparing New Principals Program:
1. Coordinate/facilitate PNP Program guidelines/implementation;
2. Plan/deliver the program orientation session;
3. Participate in the support team training;
4. Provide portfolio materials;
5. Notify candidates of participation in professional development activities, trainings, workshops, conferences and academies relevant to program requirements and job responsibilities;
6. Conduct mid-program review and assessment;
7. Review completed program portfolio for demonstration of leadership competencies and program requirements and sign-off if approved;
8. Return incomplete program portfolios to participants for further review with Supervising Principal and Support Team Members; provide remediation, corrections and/or additional documentation where necessary;
9. Forward portfolio to Superintendent for final review and approval for recommendation of Florida School Principal Level II Certification, program extension, or discontinuance in program and non-reappointment as AP;
10. Survey participants, principals and support team for end-of-program assessment and possible revision.
11. Update as necessary to meet state and district requirements.
RESPONSIBILITIES OF THE SUPERVISING PRINCIPAL
The Supervising Principal will have the following responsibilities in the Preparing New Principals Program:

1. Recommend the other administrators for the support team, in consultation with the Superintendent;
2. Submit the letter to the Superintendent naming the team being recommended;
3. Participate in the program orientation and training for support team members;
4. Schedule and conduct the planning meeting for the participant;
5. Complete, in consultation with other support team members, the **Strengths and Developmental Needs Worksheet (PNP-1)** on the participant and assist participant with Individual Leadership Development Plan (ILDP);
6. Facilitate, update, and maintain the **PNP Portfolio timeline and requirements**;
7. Maintain a **Support Team Observation Log (PNP-6)**;
8. Schedule, conduct, and document the goal review team meetings (use form);
9. Provide support and assistance to the participant as needed;
10. Complete each of the required ongoing evaluations of the participant;
11. Schedule and conduct the year-end performance review of the participant;
12. Sign and submit the completed portfolio to the Director of HRRPD for review and approval to forward to the Superintendent for final recommendation of Principal Certification, extension of program, or discontinuance of program and non-reappointment as AP;
13. Complete program assessment survey and return to Director of HRRPD.

The supervising principal will receive supplemental compensation based on the current salary schedule at the time that the portfolio is completed and forwarded to the Director of HRRPD.

RESPONSIBILITIES OF THE SUPPORT TEAM MEMBERS
The following are responsibilities of the support team members (to include Peer Evaluator) with regard to the Preparing New Principals Program:

1. Participate in the program orientation and training provided for support team members;
2. Participate in the planning meeting;
3. Provide support, formative feedback and assistance to the participant, as needed based on observations and assessment of performance;
4. Complete **Strengths and Developmental Needs Worksheet Form (PNP-1)** in consultation with Supervising Principal and assist participant with Individual Leadership Development Plan (ILDP);
5. Maintain a **Support Team Observation Log (PNP-6)**;
6. Complete and return program survey/assessment forms;
7. Attend all goal review meetings, providing feedback and sign-off;
8. Contribute to the ongoing evaluation of the participant; Peer Evaluator conducts observations and leadership assessment per MLA guidelines;
9. Verify successful completion of program (final sign-off).
RESPONSIBILITIES OF THE PNP PARTICIPANT
The following are responsibilities of the participant with regard to the Preparing New Principals Program:

1. Read and sign PNP Program Letter/Statement of Understanding regarding program requirements;
2. Discuss the PNP program expectations and requirements with the supervising principal and submit program participation request letter to Superintendent and Director of HRRPD indicating readiness to begin the program;
3. Participate in the orientation provided for all PNP participants;
4. Attend and participate in the planning meeting;
5. Complete Participant Self Appraisal (PNP 2) and Prior Learning Inventory (online via WCG website); participant may have completed inventory previously during application process as required component of online administrative application;
6. Initiate work on ILDP and goal setting collaboratively with Supervising Principal and Support Team; provide feedback regarding program needs/concerns and field experiences/learning opportunities;
7. Maintain a log of activities/accomplishments using the Leadership Standards Competency Logs and provide relevant supporting evidence behind the appropriate log;
8. Attend and participate in all review meetings;
9. Participate in the individualized training opportunities identified by the Supervising Principal and support team and/or recommended by the Director of HRRPD;
10. Complete all additional required assignments to demonstrate Principal Leadership Standards and MLA competencies and to meet program requirements;
11. Attend and participate in the year-end performance review;
12. Successfully demonstrate mastery of each of the leadership standards striving to attain an overall “Effective” rating on final summative (MLA) leadership assessment;
13. Achieve significant progress toward accomplishing all individual goals;
14. Complete program assessment survey and return to Director of HRRPD.

PROGRAM ORIENTATION
A L.E.A.D. Management Program orientation, to include the PNP Program, will be provided to the School Board and all administrative staff. Prior to beginning their roles in the Preparing New Principals Program, all participants and all members of the support teams will participate in an orientation regarding the Preparing New Principals Program. The orientation will focus on the rationale and procedures for the program, program expectations/requirements, as well as leadership assessment and Florida Principal Leadership Standards and will orient all participants regarding their respective roles in the program. The orientation program will be delivered by the Director of HRRPD or designee with input from experienced Principals and other appropriate district leaders and system stakeholders.

SUPPORT TEAM TRAINING
One of the responsibilities of support team members will be to participate in
training topics identified for support team members. The contents of this training program will be determined by the Director of HRRPD or designee and supervising administrators. The training content may include such topics as Managing Performance, Interaction Management, Conflict Resolution, and Coaching and Formative Feedback Skills. Such training may be provided by the district or by outside consultants (regional consortia, DOE educational partners, higher education/community business partners, private consulting agencies).

PREPARING FOR THE PLANNING MEETING
The following steps will occur prior to the initial planning meeting of the PNP participant and support team.

1. Within the first ten workdays following appointment as a participant, the Supervising Principal will identify the support team members.
2. Within the first twenty workdays following appointment, the Supervising Principal will notify the participant and support team members of the time and place for the planning meeting.
3. Prior to the planning meeting the Supervising Principal will collect the data necessary to complete a diagnostic profile on the participant. The supervising principal will tap as many of the following data sources as are available:
   a. assessment results;
   b. personality and/or leadership inventory results;
   c. previous performance appraisal results;
   d. interview with the participant’s previous supervisor;
   e. technical knowledge assessment results;
   f. Targeted Selection Interview results;
   g. interview with the participant;
   h. personal knowledge of participant’s previous assignments and work style.
4. Prior to the planning meeting, the supervising principal will convene a meeting of the entire support team. The supervising principal will share with the team all of the diagnostic information available on the participant, and the team will collaborate on the completion of the Strengths and Developmental Needs Worksheet (PNP-1).
5. Prior to the planning meeting, the supervising principal will ask the participant to complete a self-appraisal of strengths and developmental needs, using the PNP Participant Self-Appraisal Form (PNP-2) and the online Prior Learning Inventory (PLI). The participant will bring the completed self-appraisal form and learning inventory report to the planning meeting.

CONDUCTING THE PLANNING MEETING
Within the first thirty workdays following appointment as an intern, each participant will meet with his/her support team for an initial planning meeting. The following activities will occur during the initial planning meeting.

1. The participant will be asked to share the results of his/her self-appraisal and Prior Learning Inventory (PLI). Previous performance appraisals may also be considered.
2. The participant and support team members will review the Strengths and Developmental Needs Worksheet (PNP-1) and PLI. The support team members and the participant will discuss past experiences; the lack of
experience in a given leadership competency area may indicate a developmental need. For instance, if the participant has not had experience with developing budgets, this would indicate a developmental need which the Individual Leadership Development Plan (ILDP) would need to address.

3. The support team will identify three to six goals related to the participant’s developmental needs.

4. The support team and participant will identify the specific training/leadership development experiences which will be provided. This information will be recorded on the ILDP.

5. The support team will review with the participant the Leadership Assessment Matrix Form (PNP-4) in conjunction with the Leadership Standards for Entry Level/Early Career Principal based on the DOE Florida Principal Leadership Standards. The purpose of this activity is to assure that the participant is aware of his/her specific performance expectations as they align with the competency level of leadership program standards. The support team will review with the participant the criteria that will be applied in reaching a decision regarding Florida School Principal Certification. To be eligible for certification, the participant must:
   a. receive a satisfactory rating or above on each of the leadership standards (performance appraisal and program requirements);
   b. demonstrate significant progress on all of the individual goals (ILDP);
   c. complete all activities and assignments that demonstrate competency in each of the leadership standards;
   d. receive Supervising Principal and Support Team “sign-off”;
   e. receive program portfolio approval by the Director of HRRPD;
   f. receive final approval and recommendation for Principal Certification by the Superintendent.

6. The support team members will discuss and agree upon what observations each team member will make and how those observations will contribute to decisions regarding whether mastery of the leadership standards have been demonstrated.

7. The participant and support team members will agree upon a meeting schedule. This meeting schedule will vary based on the participant’s past experiences and identified developmental needs. However, as a minimum, the participant and the support team will be scheduled to meet three times per year.

8. The participant and support team will complete a PNP Support Meeting Schedule Form (PNP-5).

9. Upon completion of the planning meeting, the following materials will be placed in the PNP Portfolio:
   a. a copy of the completed Strengths and Developmental Needs Worksheet (PNP-1) and the PLI report;
   b. a copy of the Meeting Schedule Form (PNP-5);
   c. a copy of the Individual Leadership Development Plan (ILDP);
   d. a copy of the Leadership Assessment Matrix (PNP-4) – to be completed after year one of the program.
SUPPORT TEAM ACTIVITIES
Each support team member will have the responsibility of conducting observations of those skills which he/she was assigned during the planning meeting. The observations will occur in accordance with the schedule agreed upon at the planning meeting. It is anticipated that each team member will complete at least one observation per semester; however, the Supervising Principal should observe the participant often throughout the year.

The support team member should conduct the observations in an informal manner, and in the spirit of providing assistance and formative feedback to the intern/PNP participant. The team member should remember that his/her role is primarily one of support and feedback, not formal/summative evaluation, with the exception of the Peer Evaluator.

The results of each observation should be recorded in the Support Team Observation Log (PNP-6) by the support staff member. Entries in the log should include the date of the observation, the observation setting, the competency or goal being observed, and a brief summary of what was observed. A copy of each support team member’s log will be included in the portfolio at the subsequent support team meeting.

CONDUCTING PNP MEETINGS
PNP meetings will occur at least three times a year. During each of the meetings, the following activities will occur:

1. The support team members will meet without the participant present to discuss information related to his/her performance. At these meetings the support team members also will discuss the participant’s performance relative to the competencies listed on the Multidimensional Leadership Assessment (MLA) and Florida Principal Leadership Standards. Any area(s) where the participant has demonstrated competence will be rated by the Supervising Principal based on the MLA Dimensions Descriptors. Also to be noted are areas where the participant has either: (1) not demonstrated satisfactory performance and/or (2) demonstrated unprofessional, inappropriate, and/or unacceptable behavior. One purpose of these meetings will be to provide an opportunity for each support staff member to share with other support staff members the results from the observations he/she conducted since the planning meeting or previous PNP meeting. Based upon these observations, the support staff members will plan their strategy for providing feedback to the participant.

2. The participant will meet with the support team members and this segment of the meeting will begin with the participant sharing information relative to his/her self-assessment of progress and prior learning inventory. The participant will: (1) share areas of accomplishment, (2) identify specific leadership standards which he/she feels have been demonstrated, and (3) identify any areas where he/she is experiencing difficulty or requests further development.

3. The Supervising Principal will share with the participant the support team
members' perceptions concerning the same three areas (listed in #2 above) where the participant conducted his/her self-assessment and completed the learning inventory.

4. The support team and participant will update the ILDP. Updating will entail: (a) indicating any observed progress relative to a developmental need, (b) identifying new training/development experiences relative to a previously identified developmental need, and/or identifying new developmental needs. The Supervising Principal may also use Performance Appraisal (MLA/Leadership Assessment and FPLS) ratings results to modify the Leadership Development Plan.

5. Additional activities and assignments will be discussed and implemented where further development is indicated. The Leadership Competency Rating Form and competency indicators will provide the opportunity to enhance required Leadership Standards to meet program requirements.

6. The support team and intern/PNP Participant will verify the date for the next PNP meeting.

7. By the end of each PNP meeting, the following notations or entries will be made in the PNP Portfolio:
   a. the ILDP will have been updated;
   b. Support Team Observation Logs (PNP-6) will have been added;
   c. supportive evidence of performance competency may have been added by either the participant or support team members.

PNP PORTFOLIO
Each participant will have a PNP Portfolio. The portfolio will be originated during the planning meeting and will be updated at each PNP meeting. The Supervising Principal will have responsibility for facilitating, updating and managing the program portfolio requirements. The PNP participant will maintain responsibility for collecting evidence to demonstrate competency in the required leadership standards and demonstrating through leadership performance their ability to become an effective Principal.

The portfolio will consist of a notebook or file into which the following materials will be placed:
1. a copy of the documents used in the planning meeting (PNP-1, PNP-3, PNP-4, and PNP-5);
2. assessment/inventory forms and information
3. Individual Leadership Development Plan (ILDP)
4. copies of all Support Team Observation Logs (PNP-6);
5. any required materials, products, or evidence which exemplify the participant's performance (other documentation may be at the discretion of the Supervising Principal, participant or support team members);
6. a copy of the composite Leadership Standards Assessment Matrix Rating Form (PNP-4);
7. a copy of the Florida School Principal Certification Recommendation Form (PNP-7).
END OF PNP PROGRAM PARTICIPANT EVALUATION

The following procedures will be used to conduct the evaluation of the PNP Program for each participant.

1. The Supervising Principal will finalize rating the leadership standards and competencies from the completed Leadership Standards Assessment Matrix Form (PNP-4) “Needs Improvement“ ratings after year one will be given opportunities for correction and or further development throughout the program and prior to final program evaluation; various leadership development training sources (WCG online modules/ASAP, Educational Impact, higher education collaborative training partnerships, leadership academies, professional conferences, district-driven professional development requirements, etc.) will be used to assess and assist the participant in meeting required leadership program competencies and/or individual program extension remediation plans.

2. The Supervising Principal will schedule a final summary PNP review meeting; participants will include only the Supervising Principal and the PNP participant.

3. The Supervising Principal will share with the participant during the final summary PNP meeting the rating results from the Leadership Standards Assessment Matrix Form (PNP-4) as well as results of previous additional opportunities for development, where appropriate.

4. The Supervising Principal will give the participant an opportunity to discuss their program success or needs and present information or documentation that reflects a different level of performance should the participant not agree with any of the ratings.

5. The participant will have an opportunity to include a statement to accompany the form if he/she so desires.

6. The Supervising Principal will complete the Florida School Principal Certification Recommendation Form (PNP-7); support team members will be asked for input into the final approval process indicated by their signatures.

7. The supervising principal will insert in the PNP Portfolio the completed copy of the Leadership Standards Assessment Matrix Form (PNP-4) and the Florida School Principal Certification Recommendation Form (PNP-7).

8. The completed portfolio will be forwarded to the Director of HRRPD for review of program components and subsequently to the Superintendent for approval.

9. The Superintendent will make the final decision regarding recommendation for Level II Florida School Principal Certification.

10. If the PNP participant is not recommended for certification (due to extenuating circumstances determined by Supervising Principal, Director of HRRPD, Peer Evaluator and/or Superintendent) the Superintendent may allow the participant one additional year to complete the program’s requirements, either with the same support team or a new team.

PNP PROGRAM ASSESSMENT

Participant and program survey/assessment forms (pg 186-189 at the end of PNP Program Section) will be completed by the PNP participant/A.P., the first-year Principal after completing the program, and the supervising New Principal Mentor
The compilation of results of participant and program surveys/assessments, as well as the participant’s performance appraisal/leadership assessment will be used to plan, strengthen and further define program components and leadership development opportunities. When appropriate, a committee comprised of various program stakeholders may be convened to review program data and make necessary revisions for the purpose of continuous improvement. The Superintendent and School Board will be apprised of revisions and results of program assessment.

IV. ADMINISTRATOR TRAINING

New demands for school leaders and the changing face of school leadership require specialized knowledge and skills of Principals. The ongoing process of producing effective instructional school leaders who demonstrate standards that affect school change, prioritize faculty development and impact student achievement involves continuous leadership development on behalf of the learner, the supervising administrator, and the district.

Training for administrators will focus on providing relevancy in the standards for school leaders as well as ongoing support of Principals as instructional leaders. In accordance with the Department of Education’s William Cecil Golden Leadership Development Program/Florida Principal Leadership Standards, and The School Board of Highlands County L.E.A.D. Management Program, leadership development opportunities appropriate to individuals’ experiences and developmental needs will be provided for all levels of administrators. Results from Performance Appraisals (MLA/leadership assessment), School Improvement Plans, and Individual Leadership Development Plans will also be used to identify district-wide leadership professional development training needs. Periodic interest surveys and needs assessments for professional training topics will be conducted to assist in the Human Resources, Recruitment, and Professional Development Department’s (HRRPD) Comprehensive Planning Process for professional development offerings.

ADMINISTRATOR RECERTIFICATION

All school-level and certain district-level administrators are expected to hold and maintain a valid five-year professional educator’s certificate reflecting the appropriate administrative coverage. District inservice workshops and ongoing professional development training, conferences, and courses may be used to accumulate the required 120 inservice points to renew the administrator’s Florida Educator Certificate. Professional Development components aligned with the WCG Leadership Development Program/FPLS’s and the L.E.A.D. Management Plan’s emphasis on development of instructional school leaders are listed and described in the district’s Master Inservice Plan. The Professional Development Record Management System (Electronic Registrar Online/ERO) is used to notify, register, and record activities that result in the assignment of inservice points for certificate renewal.
This section of the LEAD Management Program was revised by the Department of Human Resources, Recruitment and Professional Development from the latest version (1998) of the Human Resources Management Development Plan (HRMD) and the Florida William C. Golden School Leadership Development Program. The revised program was reviewed, evaluated and edited by a district and school-based administrative review team with final approval by the Superintendent and the School Board.

May, 2008 and September, 2011
SECTION II

PROGRAM INTRODUCTION AND INSTRUCTIONS

- Participant Information Form
- Welcome Letter
- PNP Protocol Checklist
- PNP Program Timeline for Leadership Development
Biographical Information

PNP Participant Name ________________________________

Title ___________________________ School __________________

School Year ________________________________

Beginning date of PNP Program ________________________________

Completion date of PNP Program ________________________________

Support Team Members

Supervising Principal ________________________________

Support Team Member ________________________________

Support Team Member ________________________________

Please send a copy of this completed form to Sandy Smith in the Office of Professional Development
Welcome PNP Program Participant!

The **Preparing New Principals Program (PNP)** is designed to be a two-year leadership training program for new Assistant Principals to develop knowledge and skills that characterize effective and highly competent instructional leaders. The program focus is based on state and district requirements aligned with the Florida William Cecil Golden Leadership Program/Florida Principal Leadership Standards and will provide orientation, support and assistance to new administrative employees who qualify for the program. Program components will include specific job responsibilities and organizational experiences and expectations that promote a positive school climate, develop classroom teachers and leaders, improve student growth and achievement, and provide opportunities for professional career goals and continuous improvement of the individual, program and organization.

The timeline that it takes to achieve Level II Principal Certification is dependent upon the participant’s comprehensive experience as it directly relates to his/her specific job responsibilities and the individual’s ability to successfully demonstrate the leadership competencies as outlined in the PNP Program requirements. Options are available to request an extension of the training program should extreme extenuating circumstances exist that prohibit successful completion within the two-year time period.

Final recommendations for successful program completion are made by the Supervising Principal with input from Support Team Members (to include the Peer Evaluator) and the Director of Human Resources, Recruitment and Professional Development or designee. Subsequently, successful completion of the PNP Program will lead to the Superintendent’s recommendation of Level II Principal Certification.

Reappointment in an Assistant Principal position for the school year immediately following completion of the PNP Program is contingent upon meeting the requirements below:

- Effective overall performance appraisal ratings during the PNP Program
- Successful completion of program/portfolio requirements documenting leadership competency in all program areas
- Recommendation by Principal, Support Team, and Director of HRRPD/designee
- Superintendent’s approval and recommendation for Level II Principal Certification

Failure to successfully complete the leadership training program will result in a recommendation for withdrawal from the program and will affect the participant’s eligibility for reappointment as an Assistant Principal in the district.

The PNP Program was developed and structured to help ensure that the program participant receives the necessary support and assistance to become an effective instructional leader prepared to serve in a Principal position. Therefore, it is the school district’s desire and intent to fully support your beginning administrative experience and provide you with the tools and resources you need to demonstrate and enhance your leadership skills. We welcome your participation in the Principal Training Program and invite you to contact us if you have any questions and/or concerns.

Sincerely,

Wally Cox  
Superintendent

Vivianne Waldron  
Director, HRRPD

My signature below signifies that I have read and understand the conditions and requirements of the PNP Training Program described above.

PNP Participants signature  
Date

cc: Personnel file
Preparing New Principals (PNP) Protocol

Checklist

____ Participant: Writes a letter to the Superintendent indicating intent to participate in the district PNP Program (cc: Director, HRRPD)

____ Participant: Signs Statement of Understanding

____ Principal: Recommends other administrators for Support Team Members (with the superintendent’s approval)

____ Principal: Submits Support Team names in writing to the Superintendent

____ HRRPD Director or designee: Schedules/conducts orientation meeting for PNP participant (Participant, Principal and HRRPD Director must attend)

____ Participant: Completes Participant Information Form in Portfolio

____ Principal (and HRRPD Director if needed): Provides orientation/training for PNP participant and Support Team Members

____ Principal: Schedules/conducts planning meetings for PNP participant and Support Team (follow requirements in program guidelines)

____ Participant: Completes Self-Appraisal (PNP-2) and on-line Prior Learning Inventory (PLI)

____ Participant: Works with Support Team to complete Strengths and Developmental Needs Worksheet (PNP-1)

____ Participant: Begins on-line ILDP with input from Support Team based on PLI and other assessments

____ Participant and Support Team: Completes the Goal Review Form (PNP-3) for each area of development on the ILDP and PNP-2/Self-Appraisal (should set @ least 3 goals)

____ Principal and Support Team/Peer Evaluator: Works together to complete (as ongoing process) the Leadership Assessment Matrix Form (PNP-4) after year one and again after year two.

____ Principal: Maintains/updates and oversees the PNP Portfolio with participant and Support Team Members

____ Participant and Support Team: Maintains the Support Team Schedule Form (PNP-5) and the Support Team Observation Log (PNP-6)

____ Principal: Schedules and conducts Support Team meetings

____ Participant: Works on completing ALL program requirements: Leadership Standards via online modules (Ed Impact), district professional development offerings, leadership academies, professional conferences via regional consortia, higher education institutions, and DOE/professional partners; reflective practices, field experiences and other evidence of demonstrating competency in the leadership standards

NOTE: REQUIRED LEADERSHIP MODULE:

Ed Impact “The School Leadership Toolbox” (all AP’s have access password)

Recommended DOE Online Resources: Creating Parent Partnerships – free CEC online module; Decision-Making Methods/Role in School Leadership; Technology in Educational Administration; Aligning Classroom Assessment with High Stakes Testing
Recommended District Modules: Moodle courses in Ethics and Diversity

**MUST provide verification of completion of all courses to receive PNP Program and/or inservice credit**

- **Principal and Support Team:** Completes ALL required Support Team meetings, observations and evaluations as required in program guidelines

- **HRRPD Director or designee:** Surveys participants, Principal and Support Team for mid-program review of standards assessment

- **Participant:** Completes, if determined by Principal, the Ed Impact 360 degree assessment in second year of program participation to prescribe further development in identified areas of leadership competency

- **Principal:** Reviews and finalizes Competency Dimensions and verifies successful demonstration by signing the Leadership Standards Assessment Matrix Form (PNP-4) after year one and year two.

- **Principal:** Conducts end of program review/assessment

- **Principal and participant:** Ensures completion of ALL requirements for PNP Portfolio

- **Principal and Support Team:** Signs Florida School Principal Certification Recommendation Form and forwards to Sandy Smith in the Office of Professional Development

- **HRRPD Director:** Reviews, approves, signs PNP Program completion form and forwards to Superintendent

- **Superintendent:** Recommends Level II Principal Certification

**Guidelines**
The guidelines and sequence of required activities are clearly outlined in the PNP Portfolio; may also refer to PNP Program Matrix for program components timeline.

**Support Team Members**
Will consist of the Supervising Principal and two others – a former experienced principal AND another professional/administrator who may be an experienced principal or district-level administrator who (preferably) holds Principal Certification and/or has previous successful school Principal experience.

**Professional Development Opportunities**
As part of the PNP Program, the District encourages and funds specific professional development training opportunities for the PNP Participants to attend. Participants will be notified when opportunities arise. Included (however not limited to) each year are:

- MLA Dimensions Performance Appraisal Training
- Framework for Teaching Instructional Performance Appraisal Training
- The Assistant Principals Conference (when offered)
- DOE & Professional Partners – Academies, Conferences or Workshops
- SACS Review Training
- ESOL for Administrators
- HEC Leadership Conference
- Facilitative Leadership
- Classroom Walk-Through Training
- SREB
- Curriculum Standards
- School Improvement Plan
- Performance Matters/Student Assessment
- Other job-embedded training to build leadership capacity and demonstrate standards as preparation for district Principalship
## PNP PROGRAM TIMELINE FOR LEADERSHIP DEVELOPMENT

### Program Components: Two-Year Timeline

<table>
<thead>
<tr>
<th>Year One</th>
<th>Program Entry (First 30 - 60 Days in Program)</th>
<th>Program Entry to Mid-Year (After 60 Days in Program)</th>
<th>Mid-Year to End-of-Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year One</strong></td>
<td>PNP Intent Letter to Superintendent Sign Statement of Understanding Principal Recommends Support Team Superintendent Approves Support Team Program Orientation for Participant, Supervising Administrator and Support Team Members Complete Participant Information Form Support Team/Participant Planning Meeting Complete Self-Assessment (PNP2) Complete Prior Learning Inventory (PLI) Support Team Complete Strengths/Needs Worksheet (PNP1) Begin Online ILDP/Develop Goals with Support Team Assign Field Experiences Begin PNP Portfolio Documentation Begin Observations</td>
<td>*Begin Program Leadership Development Training Requirements (Focus on WCG Entry Level Standards: Online Modules, District In-Service, Higher Ed Collaborative Workshops/Regional Consortia, Leadership Academies, etc.) Begin Work on Principal Leadership Standards and Competency Indicators for Identified Developmental Areas Assess Goals/Continue Work on ILDP Continue Support Team Meetings-Feedback and Revision to ILDP Continue Assigned Field Experiences Continue Observations and Maintain Support Team Observation Log Required District Professional Development Continue PNP Portfolio Documentation Mid-Year Participant/Program Review Meeting</td>
<td>*Continue Leadership Development Training Requirements Continue PNP Portfolio Documentation Continue District Program Professional Development Activities Continue Field Experiences Continue Support Team Meetings Continue Observations/Support Team Log Assess Goals/Revise ILDP Where Needed Continue Work on Principal Leadership Standards and Competency Indicators for Identified Developmental Areas Mid-Program Leadership Standards Competency Indicators Evaluation Support Team Review Form End of First Year Participant and Program Review Meeting Administrative Performance Appraisal PNP-4 Standards Assessment Matrix</td>
</tr>
</tbody>
</table>

### WCG Leadership Standards:
- Managing the Learning Environment, Learning, Accountability, and Assessment, Technology, Human Resource Development, Ethical Leadership and Diversity

### District Professional Development:

<table>
<thead>
<tr>
<th>Year Two</th>
<th>Beginning of Year Two</th>
<th>Beginning to Mid-Year</th>
<th>Mid-Year to End of Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year Two</strong></td>
<td>360 Degree Assessment (Ed Impact/ASAP) Determine Second-Year Growth/Needs Areas Assess Goals/Revise ILDP Where Needed Continue Work on Principal Leadership Standards and Competency Indicators for Identified Developmental Areas *Continue Leadership Development Training Requirements Continue PNP Portfolio Documentation Continue District Program Professional Development Activities Continue Field Experiences Continue Support Team Meetings Support Team Continue Observations/Support Team Log</td>
<td>*Continue Leadership Development Training Requirements Continue Work on Principal Leadership Standards and Competency Indicators for Identified Developmental Areas Continue PNP Portfolio Documentation Continue District Program Professional Development Activities Continue Field Experiences Continue Support Team Meetings Support Team Continue Observations and Support Team Log Mid-Year Participant/Program Review Meeting</td>
<td>*Continue Leadership Development Training Requirements Continue Work on Principal Leadership Standards Continue District Program Professional Development Activities Continue Field Experiences Complete All Requirements for PNP Program Portfolio Final Assessment Rating of Competency on PNP-4 Support Team Completes All Observations Final Support Team Meeting/Forms Conduct End of Program Review Complete Program Survey Supervising Administrator Submits Program Completion/Recommendation Form to HRRPD Director for Review Superintendent Recommends for Level II Principal Certification PNP Program Completer Applies for School Principal Certification Administrative Performance Appraisal</td>
</tr>
</tbody>
</table>

### Principal Leadership Standards:
- Managing the Learning Environment, Learning, Accountability, and Assessment, Technology, Human Resource Development, Ethical Leadership and Diversity; Optional Year Two – Instructional Leadership, Decision-Making Strategies, Vision, Community and Stakeholder Partnerships

### District Professional Development:
- Mentoring New Teachers, ESOL for Administrators, Leadership Academies, Conferences/Seminars, HEC Leadership Conference, EI/DOE and District Moodle courses/modules
SECTION III

PROGRAM FORMS
REQUIRED DOCUMENTS
AND
DUE DATES

• Portfolio Forms and Timeline
• PNP-1
• PNP-2
• Prior Learning Inventory (PLI)
• Individual Leadership Development Plan
• PNP-3
• PNP-4
• PNP-5
• PNP-6
• PNP-7

All Program Forms will be completed and placed behind this SECTION EXCEPT
PNP-4 Leadership Standards Assessment Matrix and
PNP-7 School Principal Certification Recommendation Form which will be placed
behind SECTION VI with MLA Performance Appraisals
# PNP Program
## Portfolio Forms and Timeline for Completion

<table>
<thead>
<tr>
<th>FORM</th>
<th>DESCRIPTION</th>
<th>DUE DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>PNP-1</td>
<td><strong>Strengths and Developmental Needs Worksheet</strong>&lt;br&gt;The Supervising Principal and Support Team Members collaboratively determine the participant’s Strengths and Developmental Needs based upon responses on the Prior Learning Inventory (PLI) and Participant Self-Appraisal Form (PNP-2) as aligned with FPLS and MLA Dimensions.</td>
<td>Mid-Sept.</td>
</tr>
<tr>
<td>PNP-2</td>
<td><strong>Participant Self-Appraisal Form</strong>&lt;br&gt;The participant completes this form based upon self-reflective practices and his/her responses regarding leadership experiences and competencies listed on the Prior Learning Inventory (PLI) and aligned with the FPLS and MLA Dimensions (if not completed during the application phase, the PLI is required to be completed during the beginning of the participant’s experience in the PNP Program).</td>
<td>Late Aug.-Early Sept.</td>
</tr>
<tr>
<td>PLI</td>
<td><strong>Prior Learning Inventory</strong>&lt;br&gt;Completes the online DOE/WCG Prior Learning Inventory; a report is generated for the participant to use to develop his/her ILDP and leadership goals in collaboration with the Support Team.</td>
<td>Mid-Late Aug.</td>
</tr>
<tr>
<td>ILDP</td>
<td><strong>Individual Leadership Development Plan</strong>&lt;br&gt;This is an ongoing reflective process which will be updated throughout the two-year program; the participant will initially develop the ILDP based on the PNP-1, PNP-2, and PLI.</td>
<td>Mid-Late Sept.</td>
</tr>
<tr>
<td>PNP-3</td>
<td><strong>ILDP – Goal Review Form</strong>&lt;br&gt;The participant and Support Team Members will complete one form for each goal listed on the Individual Leadership Development Plan (ILDP) (based on PNP-1, PNP-2, and PLI: areas of leadership development); goals should also align with SIP and MLA Professional Growth Plan. Completion of PNP Program requires documentation of (via collaborative identification) successful achievement of at least 3 goals.</td>
<td>Late Sept.</td>
</tr>
<tr>
<td>PNP-4</td>
<td><strong>Leadership Standards Assessment Matrix</strong>&lt;br&gt;&lt;em&gt;To be placed in Section VI&lt;/em&gt;, this document will be used by the Principal to define the methods used to determine the levels of leadership competency attained after year one in the program; ratings will be based upon observations, field experiences, and completion of professional development activities associated with the developmental needs of the participant. Recommendations for further development will be listed and at the end of year two in the program, final satisfaction of recommendations will be indicated.</td>
<td>Ongoing – to be completed by the end of the program</td>
</tr>
<tr>
<td>MLA and FPLS</td>
<td>Use the PNP Leadership Standards Documentation Log to List activities and place supporting documents (evidence and products) behind each corresponding log in Section V</td>
<td>Ongoing documentation of evidence for each MLA/FLPS</td>
</tr>
<tr>
<td>---</td>
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<td>---</td>
</tr>
<tr>
<td>PNP-5</td>
<td>PNP Support Meeting Schedule Form To be completed by Supervising Principal or Support Team Member at each meeting. Program requires at least 3 meetings per year.</td>
<td>Complete at each meeting</td>
</tr>
<tr>
<td>PNP-6</td>
<td>PNP Support Team Observation Log To be completed by Support Team Member for each observation made. Team Members will conduct observations at least once per semester. Supervising Principal observations should be regular and ongoing.</td>
<td>Complete after each observation</td>
</tr>
<tr>
<td>PNP-7</td>
<td>Florida School Principal Certification Recommendation Form To be placed in Section VI, this form will be completed by the Supervising Principal and participant's support team; upon submission of PNP Portfolio recommendation form to the Director of HRRPD, the Superintendent's final approval is required for recommendation of Florida School Principal Certification.</td>
<td>Complete after 2nd year in the program</td>
</tr>
</tbody>
</table>

**Note:**

- The DOE William Cecil Golden and Educational Impact (EI) online training resources are available for use throughout the two-year program. All AP's participating in the PNP Program have access passwords to EI; **REQUIRED – The School Leadership Toolbox via EI**; other modules/courses in selected leadership standards areas may be recommended by the Supervising Principal and Support Team (see Section IV for options); district courses may be accessed via Moodle (Ethics and Diversity).

- Additional training in the leadership standards may include professional development training provided by the district, DOE educational partners or higher education institutes, i.e., Leadership Academies, Assistant Principal Conferences, etc.

- Training should be completed by the participant with verification or documentation provided in the PNP Portfolio (in Section V behind appropriate MLA Dimensions/FPLS tabs) prior to successful completion of the program.
PREPARING NEW PRINCIPALS PROGRAM

STRENGTHS AND DEVELOPMENTAL NEEDS WORKSHEET

Participant: ____________________________ Date: ____________________________

Support Team Member Completing Form: ________________________________

Mark (✓) a skill area ONLY if the participant has a significant strength or significant developmental need in the area listed.

Multi-Dimensional Leadership Assessment Dimensions aligned with the Florida Principal Leadership Standards (see crosswalk matrix BEHIND Section V)

<table>
<thead>
<tr>
<th>Dimension 1: Resilience</th>
<th>FPLS Domain/Standard</th>
<th>Strength</th>
<th>Need</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Constructive Reactions</td>
<td>10b</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.2 Willingness to Admit Error</td>
<td>10e</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.3 Disagreement</td>
<td>10b</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.4 Dissent</td>
<td>10b</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.5 Improvement of Specific Areas</td>
<td>10f</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Dimension 2: Personal Behavior and Professional Ethics |
|-----------------|-----------------|----------|
| 2.1 Integrity | 10a | | |
| 2.2 Emotional Self-Control | 10a | | |
| 2.3 Ethical & Legal Compliance with Employees | 5a; 10a | | |
| 2.4 Tolerance | 5a; 5b; 5c | | |
| 2.5 Respect | 5a | | |

| Dimension 3: Student Achievement |
|-----------------|-----------------|----------|
| 3.1 Planning and Goal Setting | 1a; 2a; 2b; 2c; 3b | | |
| 3.2 Student Achievement Results | 1b; 2d; 10c | | |
| 3.3 Instructional Leadership Decisions | 2a; 2d; 3b; 7d | | |
| 3.4 Student Requirements & Academic Standards | 3c; 3d; 9g; 10c; 10d | | |
| 3.5 Student Performance | 1a; 1b; 3e; 10c; 10d | | |

<p>| Dimension 4: Decision Making |
|-----------------|-----------------|----------|
| 4.1 Factual Basis for Decisions | 6a; 6b; 6c; 6d; 6e | | |
| 4.2 Decision Making Structure | 6b; 6d | | |
| 4.3 Decisions Linked to Vision | 6a; 6c; 6d; 6e | | |
| 4.4 Decisions Evaluated for Effectiveness | 6c | | |</p>
<table>
<thead>
<tr>
<th>Dimension 5: Communication</th>
<th>FPLS Domain/Standard</th>
<th>Strength</th>
<th>Need</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1 Two-Way Communication with Students</td>
<td>9c; 9d; 9e; 9f; 10c</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>5.2 Two-Way Communication with Faculty and Staff</td>
<td>9d; 9e; 9f; 10c</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>5.3 Two-Way Communication with Parents and Community</td>
<td>9c; 9d; 9e; 9f; 10c</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>5.4 Analysis of Input and Feedback</td>
<td>7e; 9a</td>
<td>______</td>
<td>______</td>
</tr>
</tbody>
</table>

**Dimension 6: Faculty Development**

<table>
<thead>
<tr>
<th>Dimension 6: Faculty Development</th>
<th>FPLS Domain/Standard</th>
<th>Strength</th>
<th>Need</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1 Faculty Proficiencies and Needs</td>
<td>4d; 7d</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>6.2 Leading Professional Development</td>
<td>4e; 4f</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>6.3 Formal and Informal Feedback</td>
<td>4b; 9b</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>6.4 Modeling Coaching and Mentoring</td>
<td>3a; 4b; 4c; 4d; 4f; 10d</td>
<td>______</td>
<td>______</td>
</tr>
</tbody>
</table>

**Dimension 7: Leadership Development**

<table>
<thead>
<tr>
<th>Dimension 7: Leadership Development</th>
<th>FPLS Domain/Standard</th>
<th>Strength</th>
<th>Need</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1 Mentoring Emerging Leaders</td>
<td>7a; 7c</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>7.2 Identification of Potentially Future Leaders</td>
<td>7a</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>7.3 Delegation and Trust</td>
<td>7b</td>
<td>______</td>
<td>______</td>
</tr>
</tbody>
</table>

**Dimension 8: Time/Task/Project Management**

<table>
<thead>
<tr>
<th>Dimension 8: Time/Task/Project Management</th>
<th>FPLS Domain/Standard</th>
<th>Strength</th>
<th>Need</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.1 Organization of Time and Projects</td>
<td>8a</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>8.2 Fiscal Stewardship</td>
<td>8b; 8d</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>8.3 Project Objectives and Plans</td>
<td>8b; 8c</td>
<td>______</td>
<td>______</td>
</tr>
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</table>

**Dimension 9: Technology**

<table>
<thead>
<tr>
<th>Dimension 9: Technology</th>
<th>FPLS Domain/Standard</th>
<th>Strength</th>
<th>Need</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.1 Use of Technology to Improve Teaching and Learning</td>
<td>4d; 9f</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>9.2 Personal Proficiency in Electronic Communication</td>
<td>4d; 9f</td>
<td>______</td>
<td>______</td>
</tr>
</tbody>
</table>

**Dimension 10: Personal Professional Learning**

<table>
<thead>
<tr>
<th>Dimension 10: Personal Professional Learning</th>
<th>FPLS Domain/Standard</th>
<th>Strength</th>
<th>Need</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.1 Personal Understanding of Research Trends</td>
<td>4a; 4d; 4e; 4f; 10d</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>10.2 Personal Professional Focus</td>
<td>4a; 4e; 4f; 10d</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>10.3 Professional Development Focus</td>
<td>4a; 4e; 4f</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>10.4 Application of Learning</td>
<td>4a; 4d; 4e; 4f; 10d</td>
<td>______</td>
<td>______</td>
</tr>
</tbody>
</table>
PREPARING NEW PRINCIPALS PROGRAM

PARTICIPANT SELF-APPRAISAL FORM

Participant: __________________________ Date: ______________________

Mark (✓) in the appropriate column for each skill area where you feel you have either significant strength or significant developmental need.

Multi-Dimensional Leadership Assessment Dimensions aligned with the Florida Principal Leadership Standards (see attached crosswalk)

<table>
<thead>
<tr>
<th>Dimension 1: Resilience</th>
<th>FPLS Domain/Standard</th>
<th>Strength</th>
<th>Need</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Constructive Reactions</td>
<td>10b</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>1.2 Willingness to Admit Error</td>
<td>10e</td>
<td>______</td>
<td>______</td>
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<td>10b</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>1.5 Improvement of Specific Areas</td>
<td>10f</td>
<td>______</td>
<td>______</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dimension 2: Personal Behavior and Professional Ethics</th>
</tr>
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<tbody>
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PREPARING NEW PRINCIPALS PROGRAM

Individual Leadership Development Plan
Support Team Review Form

Participant: ______________________________________ Date: ________________________________

Directions: The participant and Support Team Members will complete one form for each goal listed on the Individual Leadership Development Plan (ILDP); program requires successful documentation of 3 – 6 goals based on identified developmental needs. *Evidence of successful completion for each goal should be placed behind the PNP-3 Form for the corresponding goal.

Goal:

___________________________________________________________________________________________
___________________________________________________________________________________________

Applicable Leadership Competency Area:

___________________________________________________________________________________________
___________________________________________________________________________________________

*Recommended Leadership Development Experiences and/or Activities:

___________________________________________________________________________________________
___________________________________________________________________________________________

Review Goal, Provide Comments on Goal Status, and Date/Initial:

Goal Review Status Comments: Date: __________________ Initials____________

___________________________________________________________________________________________

Goal Review Status Comments: Date: __________________ Initials____________

___________________________________________________________________________________________

Goal Review Status Comments: Date: __________________ Initials____________

___________________________________________________________________________________________

Upon Completion of Goal:

Signatures: Supervising Principal ____________________________________________

Support Team ________________________________________________________________

Support Team ________________________________________________________________

PNP Participant _______________________________ Date: ____________________________

MIS 05.06
08/12
PNP-3
## PNP Support Team Meeting Schedule Form

To be completed by Supervising Principal or Support Team Member at each meeting.

**Program requires at least 3 meetings per year.**

### Participant:


### Support Team Members:

1. 

2. 

3. 

### MEETING | DATE | SUPPORT TEAM MEMBER INITIALS
--- | --- | ---
Planning Meeting (Page 7 & 11) (in Program Overview) |  |  
PNP Meeting |  |  
PNP Meeting |  |  
PNP Meeting |  |  
PNP Meeting |  |  
PNP Meeting |  |  
PNP Meeting |  |  
End of Program Evaluation Meeting |  |  

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PREPARING NEW PRINCIPALS PROGRAM

PNP Support Team Observation Log

Directions: To be completed by Support Team Member for each observation made. Team Members will conduct observations at least once per semester. Supervising Principal observations should be regular and ongoing. Program will NOT be approved until ALL observations are documented.

Participant: ________________________________________________________

Team Member: _______________________________________________________

Activity Observed: ____________________________________________________

____________________________________________________________________

____________________________________________________________________

Standards/Competencies Observed: _______________________________________

____________________________________________________________________

Competencies Met: _____________________________________________________

____________________________________________________________________

Competencies Not Met: ________________________________________________

____________________________________________________________________

Recommendations (Professional Development, etc.): ________________________

____________________________________________________________________

Additional Comments by Observer: ________________________________

____________________________________________________________________

____________________________________________________________________

_________________________ ___________________________ 
Signature of Observer Date
Prior Learning Inventory (PLI)

The Prior Learning Inventory (PLI) helps you correlate your prior learning with the 10 Leadership Standards contained in the Florida State Board of Education Rule (6B-5.012). Educators seeking leadership roles and to improve their performance in such roles may benefit from use of the PLI.

Based on your input, the PLI will create reports that show where your prior learning has prepared you to implement the various standards. Areas you leave incomplete will indicate possible professional growth needs.

The PLI is useful as a self-assessment tool to guide your professional growth. It will help guide your reflective study of the Leadership Standards and is a useful addition to application packets for those seeking positions as school leaders.

The Reports

Once you enter your prior learning into the PLI it presents the information in two reports: the Learning Summary Report and the Detailed Report.

- The Learning Summary Report lists the Leadership Standards, skill sets, and Relative Leadership Strengths in which you have experience. The Future Learning Issues area of the report summarizes the Leadership Standards and skills sets in which you may wish to pursue further professional growth.
- The Detailed Report lists all of the specific professional growth experience you have entered into your PLI for each of the Leadership Standards.

Upon completion of this program you may print out PDF versions of your reports or, if you choose, you may save the reports to your computer and email the PDFs to a Florida School district. School district personnel offices may benefit from information that presents your prior learning in the context of the state Leadership Standards. As your professional growth continues, you may return to the PLI and update your information at any time.

Ethical Leadership

One of the 10 Leadership Standards focuses on ethical behavior. One aspect of ethical behavior is honest input into the PLI. It is not a replacement for your resume but a special supplement to it. With honest and accurate input, the PLI will help you and your school district review how your prior learning relates to the Leadership Standards.

Directions

To access the PLI log on to the following website:

http://www.floridaschoolleaders.org

Create a user name and password

Click on Prior Learning Inventory on the left side and follow the directions to complete the PLI. After completion, print out the report

You can also access this information via the District Website www.highlands.k12.fl.us

(HRRPD Web Page - Professional Development under “links”

© 2005 Developed by the Council for Educational Change for the Florida Department of Education’s DELTA School Leadership Development Program
Individual Leadership Development Plan
ILD

The Individual Leadership Development Plan (ILD) is an electronic tool to assist in organizing, planning and monitoring your professional development as a school leader. The tool allows you to incorporate your school’s student data, school improvement goals and your personal leadership development plan into one electronic document.

Place a printed copy of your ILDP behind this tab.

Directions:

Website: www.FloridaSchoolLeaders.org

Type in user name and choose password

LOGIN

Under “TOOLS” on the left, click on “Individual Leadership Development Plan”

To access your 2011-2012 Plan – Click where it says - Click here

Principal’s Dashboard

Click “e-Annual Professional Development Plan” button

Step 1) Select school district
Select school
Next

Step 2) Select name from list
Don’t see you name? Click on “Don’t see your name?”
Create an account (read directions carefully)
Leadership Development Resources

• Educational Impact
  o Administrators can access passwords sent by EI to complete program **required** course “The School Leadership Toolbox” and other recommended modules. Directions are attached.

• DOE William Cecil Golden On-line courses
  o See “RECOMMENDED” for AP’s by relevant job embedded content

• MOODLE courses in Ethics and Diversity
### Principal Leadership Standards

<table>
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<tr>
<th>Domain 1: Student Achievement</th>
<th>Domain 2: Instructional Leadership</th>
<th>Domain 3: Organizational Leadership</th>
<th>Domain 4: Professional &amp; Ethical Behavior</th>
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<td>Standard 4: Faculty Development</td>
<td>Standard 7: Leadership Development</td>
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<td>Standard 5: Learning Environment</td>
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<td>Standard 9: Communication</td>
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### Educational Impact Leadership Topics

**The Danielson Framework Series**
- Charlotte Danielson’s Teaching Framework; Looking at Real Classrooms
- The Danielson Framework: 22 Components of Great Teaching
- Teacher Evaluation: Using the Danielson Framework

**Instructional Strategies**
- Assessment for Learning: Innovative Ways to Check for Understanding
- Mastering Curriculum Mapping & Instructional Design
- The Five Practices of Highly Effective Classrooms

**School Leadership**
- Leading Learning Communities
- The School Leadership Toolbox
- School Law 101: Reducing Liability, Litigation, and Other Potential Problems
- Dynamic School Leadership: Transforming Your Campus Culture
- Urban School Leadership-Community Partnerships
- Meeting the Challenge of Urban School Instructional Leadership
- Middle School Leadership
- Instructional Leadership in Practice
- How to be an Effective Principal
- Mentor

**School Wide Improvement**
- Embracing Data: A Roadmap to School Improvement Gains
- 21st Century Schools: How Digital Innovation is Transforming Teaching and Learning
- Choosing the Right Schedule-Teaching in the Block
- Breaking Ranks-Revisited

**Student Discipline, Behavior & Safety**
- School Terrorism & Contagious Diseases: Understanding the New Threat
- Violence Prevention and Safe School Planning

**Special Needs & Interventions**
- The Inclusion Breakthrough: Practical Ways to Integrate Students with Special Needs
- Mastering RTI 2: A Leadership Primer
### Suggested Alignment of Educational Impact courses to Principal Leadership Standards (D. Elliott/HEC)

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<thead>
<tr>
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<td>Assessment for Learning: Innovative Ways to Check for Understanding</td>
<td>Student Learning Results and Learning as a Priority</td>
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<td>Mastering Curriculum Mapping &amp; Instruction Design</td>
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Professional Development 
For New Assistant Principals 
(PNP Program)

**Required Online Modules:**

- **Educational Impact**
  *The School Leadership Toolbox*

- **DOE Online Resources**
  *Decision Making Methods*
  *Student Achievement Data: The Basics*
  *Technology in Educational Administration*

**Recommended:**

- **Educational Impact**
  *The Five Practices of Highly Effective Classrooms*
  *School Law 101: Reducing Liability, Litigation, and Other Potential Problems*

- **DOE Online Resources**
  *Creating Parent Partnerships*
  *Team Building*

- **MOODLE**
  *Ethics Awareness*
  *Diversity*

Additional modules may be completed if determined by the Supervising Principal to be necessary to strengthen identified developmental areas.

- Verification of completed modules must be placed in the Portfolio behind this page to meet program requirements.
- To receive inservice credit for completed modules verification must be sent to Sandy Smith in HRRPD along with a completed “Request for Inservice Credit Form”. A form is attached.

See attached instructions to access Educational Impact Modules, DOE Leadership Development online resources and MOODLE.
### School Leadership Modules

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<td>Mastering RTI: A Step-by-Step Approach</td>
<td>4.0</td>
<td>5.6</td>
</tr>
<tr>
<td>9</td>
<td>Effective Intervention Assistance Teams</td>
<td>2.5</td>
<td>3.5</td>
</tr>
<tr>
<td>9</td>
<td>Mastering RTI 2: A Leadership Primer</td>
<td>5.0</td>
<td>7.0</td>
</tr>
<tr>
<td>9</td>
<td>Teaching Character and Values</td>
<td>18</td>
<td>25</td>
</tr>
<tr>
<td>9</td>
<td>A Roadmap to School Indoor Environmental Quality</td>
<td>4.0</td>
<td>5.6</td>
</tr>
</tbody>
</table>
Section I – EI Online Academy

1. Select Login – top right corner of page

2. Enter the information you have been given to do the initial login from your school’s administrator.

3. Accept the policy and fill out your personal information

4. You may use your school address for this and your school’s work number.

5. Click “change” to edit your username and password.
   - The username should be changed to the same as your FirstClass username.
   - You may choose to change your password but it must be one you are willing to share with your administration.
   - New Password: __________________
   *Write down the changes you make immediately!

6. You will be using primarily these two sections to develop your teaching skills. (Go to # 7 before you begin using these two sections).
Section II – STEP Directory

7. The STEP Directory will help you choose programs specific to your professional development goals. On a new tab in your browser open this link again http://educationalimpact.com/

8. Click the Login link again.

9. In the bottom left corner of the screen find the STEP Directory. This will guide you in creating and tracking a personal learning plan by aligning areas targeted for improvement to specific online segments in EI’s vast online academy. Strategies to Enhance Practice (STEPS) will be recommended for 22 components essential to great teaching (based on the Danielson Framework). The STEP Directory will help you choose programs specific to your professional development goals and needs. Click on “Create Free Account”

10. You will need to again fill out the requested information about yourself (there are two unique pieces of this model that work to
   a. Use the exact same information you created in the first section
   b. Use the school’s address and phone number

11. Welcome to the Danielson STEP Directory
    Click here to start the process and begin building your personal learning plan.

12. Across the top you will see your name and tabs that allow you to navigate this site
    - Build Plan
    - View Current Plan
    - Completed Plan to Date

13. In the left side menu you will note the competencies for the four domains.
    a. If you want to review Domain 1:F Designing Student Assessments
    b. You are provided a variety of choices to use as a resource
    c. For Domain 1:F there are 17 choices
14. After reviewing the options you may select any of them and add them to your Personal Learning Plan.
   a. Note the module (name and what it looks like - Green, Teaching Framework_  

15. Now you have set your plan you are ready to implement the plan. You will need to return to the first tab on your browser
   a. - http://educationalimpact.com/ (log back in if you logged out)
   b. Navigate using the “Programs” tab to the module you have selected:
   c. Click on Domain I - Planning and Preparation
   d. There is a Topic Outline, Activities, & Handouts for many of these sections to go along with the videos to help guide your understanding of the video content as it relates to the Domain area of your plan.
e. When you have finished the module for your plan select "menu" at the top and it will show a "progress bar" for what you have completed.

16. Once you have completed the components in your plan in EI Online Academy you will return to the STEP Directory

17. Review the Completed Tab to preview your accomplishments in your Personal Development Plan.
The William Cecil Golden School Leadership Development Program

Overview

Florida's Principal Leadership Standards require high-performing instructional leaders that possess and utilize the competencies and skills necessary to successfully lead the improvement of student achievement in our public schools. The William Cecil Golden School Leadership Development Program was established by the 2006 Florida Legislature to provide a high quality, competency-based, customized, comprehensive and coordinated statewide professional development system for current and emerging school leaders. The program initially called DELTA (Developing Educational Leaders for Tomorrow’s Achievers) is aligned with and supports Florida's Principal Leadership Standards, the standards of the National Staff Development Council, the Florida Professional Development Protocol Standards and NCLB requirements for high quality professional development.

The William Cecil Golden School Leadership Development Program consists of several distinct components that are integrated with Florida's Continuous Improvement Model that focuses on student achievement. Components of the program address the needs of emerging school leaders engaged in formal educational leadership programs, district principal preparation programs and district professional development programs for current school leaders. Development of the components of the WCG Program is being coordinated by a unique statewide partnership involving educational leadership development providers with proven expertise in this area.

Critical Components of the WCG Program include:

- Training in Instructional Leadership (tools for effective classroom visits, literacy leadership, using data to drive instruction, etc.)
- Training in Effective Business Practices (training related to high priority education issues, strategies for personnel recruitment and retention, Florida's Continuous Improvement Model, technology, etc.)
- Parent, Community and Business Outreach Training (parental outreach strategies, leveraging business and community partnerships, communication strategies, etc.)
- Ongoing Mentoring and Coaching (provided by a network of highly qualified, retired school leaders trained to use their knowledge and experience to support the effective implementation of the DELTA program)
- Online resources and support of all stages of school leadership development for Florida’s school leaders

The William Cecil Golden School Leadership Development Program provides Florida with the opportunity to develop the highly qualified school leaders needed to effectively lead our schools to higher student achievement.

For more information regarding the Program contact:

- Henry Pollock, Director of Educator Retention Programs, Florida Department of Education at henry.pollock@fldoe.org

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Approved Resources

Educational Leadership and School Principal certification program approved resources

All of the following links will open in new windows.

**Principal Leadership Standards**

**State Statute 1012.986 William Cecil Golden School Leadership Development Program**

State Board of Education Rules:

- [6A-5.080 Florida Principal Leadership Standards](#)
- [6A-5.081 Approval of School Leadership Programs](#)
- [6A-4.0081 Florida School Leaders Certification](#)
- [6A-4.0082 Specialization Requirements for Educational Leadership Certification](#)
- [6A-4.0083 School Principal Certification](#)

Department of Education:

- Memo: [Adoption of Rule 6A-5.081, Approval of School Leadership Programs](#)
- Memo: [Changes In Certification Rules](#)
- Attachment: [Changes In Certification Rules](#)
- Workpaper: [Standards for Approval of School Principal Preparation Programs](#)
- Workpaper: [Criteria for Transitional Approval of School Principal Preparation Programs](#)
- Workpaper: [Matrix for Educational Leadership Components](#)
- Workpaper: [Matrix for School Principal Professional Development Components](#)
- Workpaper: [Matrix for ASAP Educational Leadership Modules](#)
- Workpaper: [Rubric for Evaluation/Transitional Approval of School Principal Preparation Programs](#) (revised format 3/17/08)
- Workpaper: [Checklist for Evaluation/Transitional Approval of School Principal Preparation Programs](#) (revised format 3/17/08)
- Workpaper: [Rubric for Evaluation of Educational Leadership Preparation Programs](#) (revised format 3/17/08)
- Workpaper: [Checklist for Evaluation of Educational Leadership Preparation Programs](#) (revised format 3/17/08)

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Online Resources

**Aligning Classroom Assessment with High Stakes Testing**
A free CEC micro-module on high stakes testing.

**Arts in Education 7-12**
A free CEC online module providing research, background, and practical strategies for using the fine and performing arts in innovative ways at the secondary school level to motivate and enhance student learning.
Standards: Instructional Leadership (Literacy, Foundation Skills, Instructional Programs) and Diversity (Learning Styles, Culture)

**Arts in Education K-6**
A free CEC online module promoting a heightened awareness of the importance of the fine and the performing arts for teaching reading.
Standards: Instructional Leadership (Literacy, Foundation Skills, Instructional Programs) and Diversity (Learning Styles, Culture)

**Building Instructional Leadership Teams: The Mission of the Principal as Instructional Leader**
A free CEC micro-module on instructional leadership teams and how the principal is the instructional leader of the school.

**Classroom Walk-Through**
The NEFEC created Classroom Walk-Through Online Support Tool is an important supplementary warehouse of expert commentary, practice walk-throughs and assistance for developing reflective prompts.

**Classroom Walk-Through for Florida K-3 Reading**
The NEFEC created Classroom Walk-Through for Florida K-3 Reading Online Resource Tool provides a quick reference for principals who would like to see examples of the reading indicators depicted in a classroom setting.

**Creating a Learning Community**
This ASAP module provides practical strategies to assist school leaders in creating a learning community that will shape a school's shared vision, facilitate committees, and establish a climate that supports a collegial and caring environment that enhances student achievement. Module includes pre and post assessments that become part of your Individual Leadership Development Plan.

**Creating Parent Partnerships**
A free CEC online module for principals and assistant principals on methods to promote effective parent involvement.
Data Analysis for Instructional Leaders
NEFEC created online data analysis and interpretation course for educational leaders.

REQUIRED FOR PRINCIPALS AND ASSISTANT PRINCIPALS

Data Analysis: A Comprehensive Overview of the Process
A web-based resource developed by PAEC that provides an overview of the process that should be used in data analysis based on the latest strategic leadership research.

Decision Making Methods
This module provides strategies and practice for effective and decisive decision making in a variety of everyday and crisis situation, as well as an understanding of the role of decision making in school leadership.

REQUIRED FOR ASSISTANT PRINCIPALS

FCIM Online Support Tool
This NEFEC created online tool provides a diverse set of resources for instructional leaders who are either in the process of implementing the Continuous Improvement Model or are seeking to raise their own awareness of the steps in this powerful school reform process.

High Quality Teaching and Learning in the Science Classroom: What the Administrator Needs to Know
A web-based resource developed by PAEC that provides both a video interview and video vignettes of classroom activity demonstrating high yield strategies for science instruction.

Improving Literacy Instruction in Middle and High Schools
Created by the Florida Center for Reading Research at FSU, this guide on the improvement of literacy is written for principals of both middle and high schools and is based on scientific research on reading and reading instruction and on studies of successful schools and interviews with successful principals.

Improving Practice in Literacy (7-12)
This ASAP module addresses reading in the content areas and the concept of reading instruction at the secondary level. Leaders will learn to recognize and promote effective literary instruction at the secondary level. Module includes pre and post assessments that become part of your Individual Leadership Development Plan.

Improving Practice in Literacy (K-6)
This ASAP module provides an introduction to the fundamental components of literacy - reading, writing, speaking, and listening - and will help leaders to recognize and promote effective literacy instruction at the elementary level. Module includes pre and post assessments that become part of your Individual Leadership Development Plan.
Improving Practice in Mathematics
This ASAP module introduces leaders (even those without a mathematical background) to best practices in mathematics education. The content assists leaders in recognizing appropriate instruction and relevant terminology for discussions relating to mathematics education. Module includes pre and post assessments that become part of your individual Leadership Development Plan.

New Math Standards: What Every Principal Needs to Know
A PAEC on-line resource that provides instructional leaders with information about the proposed revisions to the mathematics standards for Florida grades K – 12 and offers a guide for preparing students, teachers and parents for curriculum changes.

Parent Partnerships
This ASAP module highlights ways to guide parent involvement rather than simply let it happen. It provides background, insights, strategies, and materials for effectively using parent skills to support and enhance student learning. Module includes pre and post assessments that become part of your Individual Leadership Development Plan.

Peer Coaching
A CEC on-line course that guides administrators on how to initiate a peer coaching program within their school.

Principal as Instructional Leader in Math: A Facilitator’s Toolkit
A web-based resource developed by PAEC to provide principals with materials to work with math faculty members when introducing the Math Classroom Walk-Through monitoring process and to show its connection to the FOCUS on Student Achievement: FCIM.

Principal as Instructional Leader in Science: A Facilitator's Toolkit
A web-based resource developed by PAEC to provide principals with materials to work with science faculty members when introducing the Science Classroom Walkthrough as a model and to show the connection to the FOCUS on Student Achievement: FCIM.

Principal Portal Training Module
A free CEC online tutorial module on how to access online resources through the Principal Portal website.

Principal's Role in Improving Reading and Literacy
This free CEC online module provides principals with a basic understanding of the complex nature of learning to read along with practical advice on leading reading reform in the school.
Reading to Inquire and Learn in Math: An Administrator’s Guide to Teaching Reading in the Math Content Area
A web-based resource developed by PAEC that assists the principal in understanding how math content is organized and represented and presents information that will support the need to emphasize reading in the math content area.

Reading to Inquire and Learn in Science: An Administrator’s Guide to Content Area Reading – What to Expect in the Science Classroom
A web-based resource developed by PAEC that will assist the principal in understanding how science content is organized and represented and presents information that will support the need to emphasize reading in the science content area.

Student Achievement Data: The Basics
A free CEC online module that defines and clarifies various types of student achievement data and introduces ways to gather and organize data effectively.

REQUIRED FOR PRINCIPALS

Supporting K-3 Literacy Leadership
A web-based resource developed by PAEC that provides principals with explanations about the five components of reading and what a K-3 principal needs to know about strategic leadership tools necessary to guide effective K-3 reading instruction.

Supporting Teachers through Coaching, Mentoring and Support
A free CEC online module that provides practical strategies for developing and sustaining a climate of coaching and mentoring within the school.

RECOMMENDED FOR PRINCIPALS

Teaching All Students to Read in Elementary School
Created by the Florida Center for Reading Research at FSU, this guide on reading instruction in your school can help you identify the most critical changes that must be made. It describes the types of instruction and leadership activities necessary to help all children become proficient readers in elementary school and is based on scientific research on reading and reading instruction, as well as on studies of successful schools and interviews with successful principals.

Teaching and Learning in the Math Classroom: What the Administrator Needs to Know
This web-based resource developed by PAEC provides both a video interview and video vignettes of classroom activity demonstrating high yield strategies for math instruction.

Team Building
This ASAP module provides information and describes the skills needed for teaming to make a difference at the school site. Effective school teams make a difference for students and teachers in a variety of ways, but before colleagues can function effectively as a team, everyone involved must learn how to be a member of a team. Module includes pre and post assessments that become part of your Individual Leadership Development Plan.

REQUIRED FOR ASSISTANT PRINCIPALS
Technology in Educational Administration
A free CEC micro-module on technology in educational administration.

REQUIRED FOR ASSISTANT PRINCIPALS

What Every Teacher Should Know and Do
This ASAP module focuses on the vital importance of teachers' organizational skills and of being organized, preparation and its importance, as well as what to expect of students, school, and district politics during the first weeks of the school year. The module includes practical suggestions for prioritizing tasks and getting organized. Module includes pre and post assessments that become part of your Individual Leadership Development Plan.

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SECTION V

Leadership Standards
Documentation of Evidence

- Multidimensional Leadership Assessment (FMLA) Matrix with FPLS Crosswalk
- Florida Principal Leadership Standards
- Documentation Logs and Corresponding Evidence
# Florida Multidimensional Leadership Assessment (FMLA) Matrix

Aligned with the Florida Principal Leadership Standards (See FPLS following Matrix)

## 1.0 Resilience: Aligns with Florida Principal Leadership Standards 10b, 10e, 10f

**Narrative:** Leaders in education bounce back quickly from adversity and stay focused on the vision of the organization. They bring together people and resources with the common belief that the organization can grow stronger in tough times when it applies certain knowledge, skills, and attitudes in the face of adversity.

<table>
<thead>
<tr>
<th>1.1 Constructive Reactions</th>
<th>Highly Effective (System-wide Impact) In addition to “Effective”...</th>
<th>Effective (Local Impact)</th>
<th>Needs Improvement (Leadership Potential)</th>
<th>Ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td>The leader constructively reacts to disappointment and barriers to success</td>
<td>The leader offers frank acknowledgement of prior personal and organizational failures and clear suggestions for system-wide learning resulting from those lessons.</td>
<td>The leader readily acknowledges personal and organizational failures and offers clear suggestions for personal learning.</td>
<td>The leader acknowledges personal and organizational failures when confronted with evidence.</td>
<td>The leader is defensive and resistant to the acknowledgement of error.</td>
</tr>
</tbody>
</table>

**FPLS 10b**

## 1.2 Willingness to Admit Error

The leader demonstrates willingness to admit error and learn from it.

| 1.3 Disagreement | The leader demonstrates willingness to challenge executive authority and policy leaders appropriately with evidence and constructive criticism, but once the decision is made, fully supports and enthusiastically implements organizational policy and leadership decisions. | The leader accepts and implements leadership and policy with fidelity. Initiatives are represented by the leader in a way that advocates for policies as if it is the leader's idea. The leader proactively brings concerns to his or her immediate supervisor by articulating disagreements and points of view in the interest of the organization. | The leader sometimes challenges executive and policy leadership without bringing those concerns to appropriate executive and policy authorities. The leader sometimes implements unpopular policies unenthusiastically or in a perfunctory manner. | The leader ignores or subverts executive and policy decisions that are unpopular or difficult. |

**FPLS 10e**

## Florida Multidimensional Leadership Assessment (FMLA) Matrix (FMLA)
| 1.4 Dissent | **Highly Effective**  
(System-wide Impact)  
In addition to “Effective”... | **Effective**  
(Local Impact) | **Needs Improvement**  
(Leadership Potential) | **Ineffective** |
|---|---|---|---|---|
| The leader constructively handles dissent from subordinates. | The leader creates constructive contention, assigning roles (if necessary) to deliberately generate multiple perspectives and consider different sides of important issues.  
The leader recognizes and rewards thoughtful dissent.  
The leader uses dissenting voices to learn, grow, and, where appropriate, acknowledge the leader’s own error.  
The leader encourages constructive dissent in which multiple voices are encouraged and heard; the final decision is made better and more broadly supported as a result. | The leader uses dissent to inform final decisions, improve the quality of decision making, and broaden support for his or her final decision.  
Defined structures and processes are in place for eliciting input. | The leader tolerates dissent, but there is very little of it in public. | Dissent is absent due to a climate of fear and intimidation. |

**FPLS 10b**

| 1.5 Improvement of Specific Performance Areas | The leader's previous evaluations are combined with personal reflection and 360-degree feedback to formulate an action plan that is reflected in the leader’s daily choices of priorities, as well as in the organization’s priorities.  
The influence of previous evaluations has an impact not only on the leader, but on the entire organization. | The leader's previous evaluations are explicitly reflected in projects, tasks, and priorities.  
Performance on each evaluation reflects specific and measureable improvements along the performance continuum from ineffective, to progressing, to proficient, to exemplary. | The leader is aware of previous evaluations, but has not translated them into an action plan. | No evidence of reference to previous leadership evaluations is present in the leader’s choices of tasks and priorities. |

**FPLS 10f**
### 2.0 Personal Behavior and Professional Ethics: Aligns with Florida Principal Leadership Standards 5a, 5b, 5c, 10a
**Narrative:** Leaders in education demonstrate personal behaviors consistent with community values and morals. They keep commitments, work with students, and act in service of the best interest of the students, staff, and community.

<table>
<thead>
<tr>
<th>2.1 Integrity</th>
<th>Highly Effective (System-wide Impact)</th>
<th>Effective (Local Impact)</th>
<th>Needs Improvement (Leadership Potential)</th>
<th>Ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td>The leader demonstrates integrity</td>
<td>The leader meets commitments—verbal, written, and implied—without exception. Commitments to individuals, students, community members, and subordinates have the same weight as commitments to superiors, board members, or other people with visibility and authority. The leader’s commitment to integrity is clear throughout the organization, as any commitment from anyone who reports to this leader is as good as a commitment from the leader.</td>
<td>The leader meets commitments or negotiates exceptions where the commitment cannot be met. Verbal commitments have the same weight as written commitments.</td>
<td>The leader meets explicit written commitments. The need to “get it in writing” does not allow subordinates or superiors to make assumptions that verbal statements have the weight of a commitment.</td>
<td>The phrases “I’m working on it” or “I’m doing the best I can” are regarded as acceptable substitutes for commitments. The leader does not follow through with tasks, budgets, and priorities critical to the performance of his or her site or responsibilities.</td>
</tr>
</tbody>
</table>

**FPLS 10a**

<table>
<thead>
<tr>
<th>2.2 Emotional Self-Control</th>
<th>Highly Effective (System-wide Impact)</th>
<th>Effective (Local Impact)</th>
<th>Needs Improvement (Leadership Potential)</th>
<th>Ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td>The leader demonstrates emotional self-control</td>
<td>The leader possesses complete self-control, even in the most difficult and confrontational situations, but also provides assistance to colleagues on the techniques of emotional intelligence. Not only is the leader an exemplar of emotional intelligence, but the entire organization reflects this commitment to self-control, empathy, and respect.</td>
<td>The leader deals with sensitive subjects and personal attacks with dignity and self-control. The leader never meets anger with anger, but defuses confrontational situations with emotional intelligence, empathy, and respect.</td>
<td>The leader occasionally exhibits aggressive, dismissive, or demeaning behaviors leading to a climate in which people are reluctant to raise sensitive issues.</td>
<td>The leader loses his or her temper and is emotionally unstable. Conversations on any sensitive topic are brief or nonexistent.</td>
</tr>
</tbody>
</table>

**FPLS 10a**
### 2.3 Ethical and Legal Compliance with Employees

The leader demonstrates compliance with legal and ethical requirements in relationship to employees.

**FPLS 5a; 10a**

**Highly Effective** *(System-wide Impact)*

In addition to “Effective”...

- The leader meets the letter and spirit of the law, avoiding both the fact and appearance of impropriety.
- The leader inculcates the foundations of mutual respect for colleagues and for the law throughout the organization.

**Effective** *(Local Impact)*

- There are no instances of illegal or unethical conduct with employees or prospective employees, and no other conduct that crosses the line of policy or law.

**Needs Improvement** *(Leadership Potential)*

- The leader’s conduct does not support a school culture respectful of the legal and policy requirements for the relationship between leaders and employees.

**Ineffective**

- The leader violates (even just one time) the legal and policy requirements for the relationship between leaders and employees.

---

### 2.4 Tolerance

The leader demonstrates tolerance of different points of view within the boundaries of the values and mission of the organization.

**FPLS 5a; 5b; 5c**

**Highly Effective** *(System-wide Impact)*

The leader actively seeks differences in perspective, encouraging different scenarios and curricula in the context of academic standards.

- The leader explicitly differentiates divergent thinking when it is constructive and facilitates a transition to convergent thinking to support organizational goals.

**Effective** *(Local Impact)*

- The leader focuses evaluation on the achievement of the mission and adherence to values without penalizing differences in points of view that are within the framework of organizational requirements.

**Needs Improvement** *(Leadership Potential)*

- There is no punishment of alternative points of view, but little or no development or encouragement of those views exists.

**Ineffective**

- The leader suppresses other points of view and discourages disagreement or divergent thinking.

---

### 2.5 Respect

The leader honors the time and presence of others.

**Highly Effective** *(System-wide Impact)*

In addition to “Effective”...

- The leader consistently demonstrates an ability to effectively manage time and meetings by engaging others in the process, achieving meeting objectives, and beginning and ending on time.
- The leader models respect for others by arriving early to all meetings, and has developed

**Effective** *(Local Impact)*

- The leader arrives on time and is prepared, participates fully, and is ready to listen and respect others in planned and unplanned meetings.
- The leader is fluent with agenda items (knowledge of each topic) and is prepared to

**Needs Improvement** *(Leadership Potential)*

- The leader generally arrives on time and is prepared, participates fully, and is ready to listen and respect others in planned and unplanned meetings, with periodic exceptions (sidebar conversations, distractions during planned or unplanned

**Ineffective**

- The leader frequently arrives late and is not prepared, is often absent at key meetings, and tends to engage in disrespectful behaviors that do not honor others (sidebar conversations, distractions during planned or unplanned
and shared a system to consistently encourage, welcome, and recognize diverse opinions—even when such opinions differ from those of the leader. Colleagues can point to specific indicators of how they are afforded time, attention to their concerns, and respect during interactions with the leader.

offer ideas and engage others in meaningful dialogue. Diverse opinions are consistently encouraged, welcomed, and recognized by the leader, even when such opinions differ from those of the leader. Staff who report to the leader indicate that they are afforded time, attention to their concerns, and respect during interactions with the leader.

meetings). The leader occasionally fluent with agenda items in terms of knowledge of each topic, but seldom offers ideas to engage others in meaningful dialogue. Diverse opinions are sometimes welcomed by the leader, but this occurs inconsistently.

Staff who report to the leader indicate that they are afforded time, attention to their concerns, and respect during interactions with the leader.

meeting). The leader may be attentive, but generally only in the presence of supervisors, and rarely takes the time to be fluent and knowledgeable regarding agenda items and topics of interest to the organization.

FMLA Matrix (continued)

<table>
<thead>
<tr>
<th>3.0 Student Achievement: Aligns with Florida Principal Leadership Standards 1a, 1b, 3b, 3c, 3d, 3e</th>
<th>Highly Effective (System-wide Impact)</th>
<th>Effective (Local Impact)</th>
<th>Needs Improvement (Leadership Potential)</th>
<th>Ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Narrative: Leaders in education make student learning their top priority. They direct energy and resources toward data analysis and using data teams for instructional improvement, development and implementation of quality standards-based curricula and evaluate, monitor, and provide feedback to staff on instructional delivery, effective practices, and high effect size strategies that significantly impact student achievement.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.1 Planning and Goal Setting</td>
<td>The leader demonstrates planning and goal setting to improve student achievement. The leader routinely shares examples of specific leadership, teaching, and curriculum strategies that are associated with improved student achievement. Other leaders credit this leader with sharing ideas, coaching, and providing technical assistance to implement successful new initiatives. Goals and strategies reflect a clear relationship between the actions of teachers and leaders and the impact on student achievement. Results show steady improvements based on these leadership initiatives. Specific and measurable goals related to student achievement are established, but these efforts have yet to result in improved student achievement nor planning for methods of monitoring</td>
<td>Goals are neither measurable nor specific. The leader focuses more on student characteristics than on the actions of the teachers and leaders in the system.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 3.2 Student Achievement Results

The leader demonstrates evidence of student improvement through student achievement results.

| FPLS 1a; 2a; 2b; 2c; 3b | A consistent record of improved student achievement exists on multiple indicators of student success. Student success occurs not only on the overall averages, but in each group of historically disadvantaged students. Explicit use of previous data indicates that the leader has focused on improving performance. In areas of previous success, the leader aggressively identifies new challenges, moving proficient performance to the exemplary level. Where new challenges emerge, the leader highlights the need, creates effective interventions, and reports improved results. | The leader reaches the required numbers, meeting performance goals for student achievement. The average of the student population improves, as does the achievement of each group of students who have previously been identified as needing improvement. | Some evidence of improvement exists, but there is insufficient evidence of changes in leadership, teaching, and curriculum that will create the improvements necessary to achieve student performance goals. | Indifferent to the data, the leader blames students, families, and external characteristics. The leader does not believe that student achievement can improve. The leader has not taken decisive action to change time, teacher assignment, curriculum, leadership practices, or other variables in order to improve student achievement. |

### 3.3 Instructional Leadership Decisions

The leader demonstrates the use of student achievement data to make instructional leadership decisions.

<table>
<thead>
<tr>
<th>Highly Effective (System-wide Impact) In addition to “Effective”…</th>
<th>Effective (Local Impact)</th>
<th>Needs Improvement (Leadership Potential)</th>
<th>Ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td>The leader can specifically document examples of decisions in teaching, assignment, curriculum, assessment, and intervention that have been made on the basis of data analysis. The leader has coached school administrators in other schools to improve their data analysis skills.</td>
<td>The leader uses multiple data sources, including state, district, school, and classroom assessments, and has at least three years of data. The leader systematically examines data at the subscale level to find strengths and challenges. The leader empowers teaching and administrative staff to determine priorities from data. Data insights are regularly the subject of faculty meetings and professional development sessions.</td>
<td>The leader is aware of state and district results and has discussed those results with staff, but has not linked specific decisions to the data.</td>
<td>The leader is unaware of or indifferent to the data.</td>
</tr>
</tbody>
</table>
### 3.4 Student Requirements and Academic Standards

The leader demonstrates understanding of student requirements and academic standards.

<table>
<thead>
<tr>
<th>FPLS 2a; 2d; 3b; 7d</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Every faculty meeting and staff development forum is focused on student achievement, including periodic reviews of student work.</td>
<td>The link between standards and student performance is in evidence from posting examples (exemplars) of proficient student work throughout the building.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>3.5 Student Performance</strong></th>
<th>Highly Effective (System-wide Impact)</th>
<th>Effective (Local Impact)</th>
<th>Needs Improvement (Leadership Potential)</th>
<th>Ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td>The leader demonstrates understanding of present levels of student performance based on consistent assessments that reflect local and state academic standards</td>
<td>There is evidence of decisive changes in teacher assignments and curriculum based on student and adult performance data. Case studies of effective decisions are shared widely with other leaders and throughout the district.</td>
<td>Each academic standard has been analyzed and translated into student-accessible language. Power standards are widely shared by faculty members and are visible throughout the building. The link between standards and student performance is in evidence from the posting of proficient student work throughout the building.</td>
<td>Standards have been analyzed, but are not translated into student-accessible language. Power standards are developed, but not widely known or used by faculty. Student work is posted, but does not reflect proficient work throughout the building.</td>
<td>Power standards have not been developed. There is no student work posted.</td>
</tr>
</tbody>
</table>
### FMLA Matrix (continued)

**4.0 Decision Making: Aligns with Florida Principal Leadership Standards 6.0: 6a, 6b, 6c, 6d, 6e**  
**Narrative:** Leaders in education make decisions based on the vision and mission using facts and data. They use a transparent process for making decisions and articulate who makes which decisions. The leader uses the process to empower others and distribute leadership when appropriate.

#### 4.1 Factual Basis for Decisions

The leader employs factual basis for decisions, including specific reference to internal and external data on student achievement and objective data on curriculum, teaching practices, and leadership practices.

<table>
<thead>
<tr>
<th>Highly Effective (System-wide Impact)</th>
<th>Effective (Local Impact)</th>
<th>Needs Improvement (Leadership Potential)</th>
<th>Ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decision making is neither by consensus nor by leadership mandate, but consistently based on the data. Data is reflected in all decisions, ranging from course and classroom assignments to the discontinuance of programs. The leader can cite specific examples of practices that have been changed, discontinued, and/or initiated based on data analysis. A variety of data sources, including qualitative and quantitative, are used. Data sources include state, district, school, and classroom assessments. Inferences from data are shared widely outside the school community to identify and replicate the most effective practices.</td>
<td>The pattern of decision making reflects a clear reliance on state and district student achievement data.</td>
<td>Some decisions are based on data, but others are the result of personal preference and tradition.</td>
<td>Data is rarely used for decisions. The predominant decision making methodology is mandated from the leader or based on what is popular.</td>
</tr>
</tbody>
</table>

FPLS 6a; 6b; 6c; 6d; 6e
### FMLA Matrix (continued)

| 4.2 Decision-Making Structure | **Highly Effective**  
(System-wide Impact)  
In addition to “Effective”… | **Effective**  
(Local Impact) | **Needs Improvement**  
(Leadership Potential) | **Ineffective** |
|---|---|---|---|---|
| The leader demonstrates clear identification of decision-making structure, including which decisions are made by consensus or by the staff independently, which decisions are made by the leader after getting input from the staff, and which decisions are made by the leader alone | All stakeholders understand the difference between decision-making levels, including staff decisions by consensus or majority, staff input that will significantly influence leadership decisions, and unilateral leadership decisions.  
The leader uses data in such a compelling way that the vast majority of decisions are consensus or majority decisions.  
Staff surveys reflect a feeling of empowerment and personal responsibility for organizational success. | The leader clarifies the decision-making method for major decisions and shares decisions with the staff, using data to the greatest extent possible to support those decisions. | The leader uses both consensus and unilateral decision making, but the reason for changing decision-making structures is not consistently clear. | The leader’s approach to decision making has no clear method and demoralizes or bewilders the staff. |
| **FPLS 6d; 6b** | | | | |
| **4.3 Decisions Linked to Vision** | The current vision, mission, and strategic priorities of the leader and the organization are visible, ingrained in the culture of the organization, and routinely used as a reference point for decisions.  
The use of strategic guidelines for decision-making filters makes many decisions self-evident and avoids time wasted on unproductive arguments. | The decisions of the leader are consistent with the vision, mission, and strategic priorities of the organization. | While the vision, mission, and priorities may be visible, they are not consistently linked to the leader’s decisions. | The leader is unaware of or disconnected from the organization’s vision, mission, and strategic priorities.  
There is little or no evidence of the relationship of leadership decisions to these organizational guideposts. |
| **FPLS 6a; 6c; 6d; 6e** | | | | |
FMLA Matrix (continued)

<table>
<thead>
<tr>
<th>4.4 Decisions Evaluated for Effectiveness</th>
<th>Highly Effective (System-wide Impact)</th>
<th>Effective (Local Impact)</th>
<th>Needs Improvement (Leadership Potential)</th>
<th>Ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td>FPLS 6c</td>
<td>The leader evaluates decisions for effectiveness and revises, where necessary</td>
<td>The leader can provide clear and consistent evidence of decisions that have been changed based on new data. The leader has a regular pattern of decision reviews and “sunsetting,” in which previous decisions are reevaluated in light of the most current data. There is a culture of “honest bad news” in which the leader and everyone in the organization can discuss what is not working without fear of embarrassment or reprisal.</td>
<td>The leader has a record of evaluating and revising decisions based on new information.</td>
<td>The leader has new information and appears to be willing to reconsider previous decisions, but does not have a clear record of making changes.</td>
</tr>
</tbody>
</table>

5.0 Communication: Aligns with Florida Principal Leadership Standards 9.0: 9a, 9c, 9d, 9e, 9f

Narrative: Leaders in education understand communication as a two-way street. They seek to listen and learn from students, staff, and community. They recognize individuals for good work and maintain high visibility at school and in the community. Regular communications to staff and community keep all stakeholders engaged in the work of the school.

<table>
<thead>
<tr>
<th>5.1 Two-Way Communication with Students</th>
<th>Highly Effective (System-wide Impact)</th>
<th>Effective (Local Impact)</th>
<th>Needs Improvement (Leadership Potential)</th>
<th>Ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td>The leader demonstrates two-way communication with students</td>
<td>The leader goes to exceptional lengths to listen to students. The listening strategies may include focus groups, surveys, student advisory committees, and numerous one-to-one student conversations. Discussions with students reveal that they know that the leader will listen to them and treat them</td>
<td>The leader knows student names, regularly greets students by name, and is proactive in talking with and listening to students. The leader is particularly visible at the beginning and end of the school day and during all other times when students are present.</td>
<td>The leader knows most student names, is visible, often greets students by name, and talks with students frequently.</td>
<td>The leader does not know student names, avoids student contact except where leadership presence is required, and retreats to the office during most occasions where students are likely to be present. Many students do not</td>
</tr>
<tr>
<td>FPLS 9c; 9d; 9e; 9f; 10c</td>
<td>5.2 Two-Way Communication with Faculty and Staff</td>
<td>5.3 Two-Way Communication with Parents and Community</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------</td>
<td>-----------------------------------------------</td>
<td>--------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The leader demonstrates two-way communication with faculty and staff</td>
<td>The leader actively engages in “active listening” to the faculty and staff. The leader’s calendar reflects numerous individual and small group meetings with staff at every level, not just with the direct reports. Bus drivers, cafeteria workers, and first-year teachers all report confidence in their ability to gain a respectful hearing from the leader.</td>
<td>The leader demonstrates two-way communication with parents and community. Clear evidence of parent-centered and community-centered communication is present, including open forums, focus groups, surveys, personal visits, and extensive use of technology. Decisions in curriculum, leadership, staffing, assessment, and school appearance reflect parent and community involvement. Survey data suggests that parents and community members feel empowered and supportive of educational objectives.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FPLS 9d; 9e; 9f; 10c</td>
<td>Faculty meetings include open discussions with two-way discussions. Faculty members regularly have the opportunity for 1:1 meetings with the leader. The leader knows all staff members and makes an effort to recognize the personal and individual contributions made by each one.</td>
<td>Clear evidence of decision making based on input from parents and community members. There is clear evidence of decisions based on input from parents and community members. The leader conducts frequent interactions with parents and community members, including newsletters, briefings, visits and calls, and the use of technology (e.g., voicemail, hotlines, email, websites).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Highly Effective (System-wide Impact)</td>
<td>Effective (Local Impact)</td>
<td>Needs Improvement (Leadership Potential)</td>
<td>Ineffective</td>
<td></td>
</tr>
<tr>
<td>In addition to “Effective”…</td>
<td></td>
<td></td>
<td></td>
<td>Parents and community members have little or no role to play in leadership decision making.</td>
</tr>
<tr>
<td>The leader typically limits his or her listening to time during faculty meetings. Faculty meetings consist of the reading of announcements, with little or no interaction.</td>
<td>Parents and community members receive a respectful hearing when they initiate the conversation.</td>
<td>Parents and community members receive a respectful hearing when they initiate the conversation.</td>
<td>The leader conducts frequent interactions with parents and community members, including newsletters, briefings, visits and calls, and the use of technology (e.g., voicemail, hotlines, email, websites).</td>
<td></td>
</tr>
<tr>
<td>5.4 Analysis of Input and Feedback</td>
<td>The leader models open communication by listening purposefully and actively. The leader is able to read the situation and respond accordingly. The leader maintains listening systems for major stakeholders (parents, teachers, students, patrons, and staff), explicitly plans analysis of and reflection on data, and establishes structures that facilitate action based on feedback and analysis.</td>
<td>Observations and documentation provided by the leader demonstrate that the leader listens well, seeks mutual understanding, and welcomes the sharing of information. The leader has established an effective communication plan, communicates openly, and is receptive to ideas from a variety of sources and perspectives.</td>
<td>The leader appears to listen to others, but often relies on his/her interpretation of events rather than seeking out alternative perspectives and interpretations. Analysis of listening data occurs rarely.</td>
<td>The leader hears what others say, but relies on his/her personal interpretation. The leader does not appear to communicate openly, omitting key details and attempting to resolve challenges without input or assistance.</td>
</tr>
</tbody>
</table>

FPLS 7e; 9a
FMLA Matrix (continued)

### 6.0 Faculty Development: Aligns with Florida Principal Leadership Standards 4.0: 4b, 4c, 4d, 4e, 4f,

**Narrative:** Leaders in education focus on evidence, research, and classroom realities faced by teachers. They link professional practice with student achievement to demonstrate the cause and effect relationship. Leaders also facilitate effective professional development, monitor implementation of critical initiatives, and provide timely feedback to teachers so that feedback can be used to increase teacher professional practice; discussions regarding proficiency on critical job functions are communicated using the common language of instruction to deepen the understanding of the priority of deliberate practice(s), standards and goals.

<table>
<thead>
<tr>
<th>6.1 Faculty Proficiencies and Needs</th>
<th>Highly Effective (System-wide Impact)</th>
<th>Effective (Local Impact)</th>
<th>Needs Improvement (Leadership Potential)</th>
<th>Ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding of faculty proficiencies and needs for further development</td>
<td>The leader has demonstrated a record of differentiated professional development for faculty based on student needs. The leader has developed a system of job-embedded professional development that differentiates training and implementation based on teacher and student needs. The leader routinely shares professional development opportunities with other schools, departments, districts, and organizations.</td>
<td>Faculty development reflects the prioritized needs of the School Improvement Plan and some effort has been made to differentiate and embed professional development to meet the needs of all faculties (coaching, mentoring, collaborative teams, peer scoring). The leader is able to use data from evaluation of instructional personnel to assess proficiencies and identify priority needs.</td>
<td>The leader is aware of the differentiated needs of faculty and staff members, but professional development is only embedded in faculty meetings at this time, rather than incorporating the use of collaboration, study teams, etc.</td>
<td>Professional development is typically “one size fits all,” and there is little or no evidence of recognition of individual faculty needs or matching of faculty needs to student achievement needs.</td>
</tr>
</tbody>
</table>

FPLS 4d; 7d
## FMLA Matrix (continued)

### 6.2 Leading Professional Development

**Personal participation in leading professional development**

<table>
<thead>
<tr>
<th>Highly Effective (System-wide Impact)</th>
<th>Effective (Local Impact)</th>
<th>Needs Improvement (Leadership Potential)</th>
<th>Ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FPLS 4e; 4f</strong></td>
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<tr>
<td>The leader is an active participant in teacher-led professional development, demonstrating with a commitment of time and intellect that the leader is a learner and is willing to regularly learn from colleagues. The leader routinely shares learning experiences with other administrators and colleagues throughout the system.</td>
<td>The leader devotes faculty meetings to professional development, not announcements. The leader personally leads professional development at various times throughout the school year.</td>
<td>The leader sometimes devotes faculty meetings to professional development and occasionally shares personal learning experiences with colleagues, but relies on others to lead each professional development opportunity.</td>
<td>The leader displays little or no evidence of new learning or sharing that learning with colleagues.</td>
</tr>
</tbody>
</table>

### 6.3 Formal and Informal Feedback

**Formal and informal feedback to colleagues using a common language of instruction with the exclusive purpose of improving individual practices/proficiencies and organizational performance**

<table>
<thead>
<tr>
<th>Highly Effective (System-wide Impact)</th>
<th>Effective (Local Impact)</th>
<th>Needs Improvement (Leadership Potential)</th>
<th>Ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FPLS 4b; 9b</strong></td>
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<tr>
<td>The leader uses a variety of creative ways to provide positive and corrective feedback communicating through a common language of instruction. The entire organization reflects the leader's focus on accurate, timely, and specific recognition. The leader balances individual recognition with team and organization-wide recognition.</td>
<td>The leader provides formal feedback consistent with the district personnel policies, and provides informal feedback to reinforce proficient performance and highlight the strengths of colleagues and staff. Corrective and positive feedback is linked to organizational goals and both the leader and employees can cite examples of where feedback is used to improve individual and organizational performance.</td>
<td>The leader adheres to the personnel policies in providing formal feedback, although the feedback is just beginning to provide details that improve teaching or organizational performance.</td>
<td>Formal feedback is nonspecific. Informal feedback is rare, nonspecific, and not constructive.</td>
</tr>
</tbody>
</table>
## FMLA Matrix (continued)

<table>
<thead>
<tr>
<th>6.4 Modeling Coaching and Mentoring</th>
<th><strong>Highly Effective</strong> (System-wide Impact)</th>
<th><strong>Effective</strong> (Local Impact)</th>
<th>Needs Improvement (Leadership Potential)</th>
<th>Ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The leader models coaching and mentoring</strong></td>
<td>The leader is deliberate in establishing development structures that conform to the National Staff Development Council (NSDC) Standards (Learning Forward). The leader coaches other administrators on successful observation strategies, use of the FEAPs to improve instruction and student learning, and communicating through a common language of instruction. The leader is seen by one’s staff as capable of coaching them to improve yet willing to hold them accountable for performance that is not considered acceptable. Multiple examples exist that verify a standards-based professional learning community and action research is evident in context, process, and content.</td>
<td>The leader engages in coaching to improve teaching and learning, and is receptive to innovative teaching strategies and practices; the leader is also willing to facilitate new approaches to instruction through action research. The leader monitors classroom visits in which the actual activity corresponds to the planned activity. The leader actively coaches instructional staff for improvement of classroom practice making effective use of a common language of instruction, the FEAPs, and research-based instructional strategies linked to improvement of student learning and instructional practice. A system has been developed that provides for regular observation of classrooms. Observations are not just used for rating purposes; they are also used for coaching and professional development opportunities. The leader has organized faculty into an effective learning/action research community, wherein coaching and mentoring occurs formally and informally among the faculty. Observations are not just used for rating purposes; they are also used for coaching and professional development opportunities. The leader has organized faculty into an effective learning/action research community, wherein coaching and mentoring occurs formally and informally among the faculty.</td>
<td>The leader is able to identify certain effective instructional strategies and complete observation processes, but needs to develop more prescriptive assistance about strategies and practices to help teachers refine and improve their effectiveness.</td>
<td>The leader views classroom observations as an obligation to make sure teachers are teaching and students are on task. Evidence of coaching and mentoring, if any, does not specify effective teaching strategies or provide feedback that is either corrective or accurate.</td>
</tr>
<tr>
<td><strong>FPLS 3a; 4b; 4c; 4d; 4f; 10d</strong></td>
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</tbody>
</table>
**FMLA Matrix (continued)**

### 7.0 Leadership Development: Aligns with Florida Principal Leadership Standards 7.0: 7a, 7b, 7c

**Narrative:** Leaders in education actively cultivate and grow other leaders within the organization. They also model trust, competency, and integrity, which positively impacts and inspires growth in other potential leaders.

<table>
<thead>
<tr>
<th>Highly Effective (System-wide Impact)</th>
<th>Effective (Local Impact)</th>
<th>Needs Improvement (Leadership Potential)</th>
<th>Ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>7.1 Mentoring Emerging Leaders</strong></td>
<td></td>
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</tr>
<tr>
<td>The leader mentors emerging leaders to assume key leadership responsibilities</td>
<td>The leader has coached or mentored multiple administrators or instructional personnel who have assumed administrative positions and responsibilities. Multiple administrators throughout the system cite this leader as a mentor and reason for their success.</td>
<td>The leader has personally mentored at least one emerging leader to assume leadership responsibility in an instructional leadership or at an administrative level, with positive results.</td>
<td>Persons under the leader’s direction are unable or unwilling to assume added responsibilities; there is no evidence of effort to develop others.</td>
</tr>
<tr>
<td>FPLS 7a; 7c</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>FPLS 7a; 7c</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>7.2 Identification of Potentially Future Leaders</strong></td>
<td>The leader routinely identifies and recruits new leaders. The leader has specifically identified at least two new leaders in the past year, and has entered them into the ranks of leadership training. The leader is remarkable for identifying leaders from unexpected sources, including helping potential leaders find their own leadership strengths even when they had not initially considered a leadership career. The leader helps other leaders to identify and recruit potential leadership candidates.</td>
<td>The leader has specifically identified and recruited new leaders.</td>
<td>The leader follows personnel guidelines for accepting applications for new leaders but has not implemented any systemic process for identifying emergent leaders.</td>
</tr>
</tbody>
</table>
### 7.3 Delegation and Trust

The leader provides evidence of delegation and trust in subordinate leaders.

<table>
<thead>
<tr>
<th>FPLS 7b</th>
<th>Highly Effective (System-wide Impact)</th>
<th>Effective (Local Impact)</th>
<th>Needs Improvement (Leadership Potential)</th>
<th>Ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The leader provides evidence of delegation and trust in subordinate leaders</strong></td>
<td>Staff throughout the organization is empowered in formal and informal ways. Faculty members participate in the facilitation of meetings and exercise leadership in committees and task forces; other employees, including noncertified staff, exercise appropriate authority and assume leadership roles where appropriate. The climate of trust and delegation in this organization contributes directly to the identification and empowerment of the next generation of leadership.</td>
<td>There is a clear pattern of delegated decisions, with authority to match responsibility at every level in the organization. The relationship of authority and responsibility and delegation of authority is clear in personnel documents, such as evaluations, and also in the daily conduct of meetings and organizational business.</td>
<td>The leader sometimes delegates, but also maintains decision-making authority that could be delegated to others.</td>
<td>The leader does not afford subordinates the opportunity or support to develop or to exercise independent judgment.</td>
</tr>
</tbody>
</table>

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**FMLA Matrix (continued)**
### FMLA Matrix (continued)

#### 8.0 Time/Task/Project Management: Aligns with Florida Principal Leadership Standards 8.0: 8a, 8b, 8c, 8d

**Narrative:** Leaders in education manage the decision making process, but not all decisions. They establish personal deadlines for themselves and the entire organization. Additionally, leaders understand the benefits of going deeper with fewer initiatives as opposed to superficial coverage of everything. They also effectively manage and delegate tasks and consistently demonstrate fiscal efficiency.

<table>
<thead>
<tr>
<th>8.1 Organization of Time and Projects</th>
<th>Highly Effective (System-wide Impact) In addition to “Effective”…</th>
<th>Effective (Local Impact)</th>
<th>Needs Improvement (Leadership Potential)</th>
<th>Ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td>The leader organizes time and projects for effective leadership.</td>
<td>The leader maintains a daily-prioritized task list. Personal organization allows the leader to consider innovations and be available to engage in leadership activities and collaborate with people at all levels. Calendar is free of conflicts and focused on the priorities of the leader and organization. The leader applies project management to systems thinking throughout the organization.</td>
<td>The use of organizational tools is evident by supporting documentation provided by the leader. Project/task accomplishments are publicly celebrated and project challenges are open for input from a wide variety of sources.</td>
<td>Projects are managed using lists of milestones and deadlines, but are infrequently updated. The impact of changes is rarely documented.</td>
<td>Project management is haphazard or absent. There is little or no evidence of lists of milestones and deadlines.</td>
</tr>
<tr>
<td><strong>FPLS 8a</strong></td>
<td><strong>8.2 Fiscal Stewardship</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>The leader provides fiscal stewardship by completing projects on schedule and within budget</td>
<td>The leader regularly saves resources of time and money for the organization, and proactively redeploys those resources to help the organization achieve its strategic priorities. Results indicate the positive impact of redeployed resources in achieving strategic priorities. The leader has established processes to leverage existing limited funds and increase capacity through grants, donations, and community resourcefulness.</td>
<td>The leader leverages knowledge of the budgeting process, categories, and funding sources to maximize all available dollars to achieve strategic priorities. The leader has a documented history of managing complex projects, meeting deadlines, and keeping budget commitments. The leader documents a process to direct funds to increase student achievement that is based on best practice and leveraging of antecedents of excellence in resources, time, instructional strategies.</td>
<td>The leader sometimes meets deadlines, but only at the expense of breaking the budget; or, the leader meets budgets, but fails to meet deadlines. The leader lacks proficiency in using budget to focus resources on school improvement priorities.</td>
<td>The leader has little or no record of keeping commitments for schedules and budgets.</td>
</tr>
<tr>
<td><strong>FPLS 8b; 8d</strong></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
8.3 Project Objectives and Plans

The leader establishes clear objectives and coherent plans for complex projects.

FPLS 8b; 8c

<table>
<thead>
<tr>
<th>Highly Effective (System-wide Impact) In addition to “Effective”…</th>
<th>Effective (Local Impact)</th>
<th>Needs Improvement (Leadership Potential)</th>
<th>Ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td>The leader uses project management as a teaching device, helping others understand the interrelationship of complex project milestones throughout the organization. The leader uses complex project management to build systems thinking throughout the organization. Project plans are visible in heavily trafficked areas, so that accomplishments are publicly celebrated and project challenges are open for input from a wide variety of sources. Successful project results can be documented.</td>
<td>Project management documents are revised and updated as milestones are achieved or deadlines are changed. The leader understands the impact of a change in a milestone or deadline on the entire project, and communicates those changes to the appropriate people in the organization. The leader uses examples to differentiate between a task and a project.</td>
<td>Project management methodologies are vague or it is unclear how proposed project management tools will work together in order to help keep the project on time and within budget. The impact of change in a milestone or deadline on the project is not clear or are rarely documented, and communicated to people within the organization.</td>
<td>There is little or no evidence of project management against goals, resources, timelines, and results.</td>
</tr>
</tbody>
</table>
### FMLA Matrix (continued)

**9.0 Technology: Aligns with Florida Principal Leadership Standards 4d, 9f**

**Narrative:** Leaders in education are technically savvy. They process changes and capture opportunities available through social networking tools and access and process information through a variety of online resources. They incorporate data-driven decision making with effective technology integration to analyze school results. Furthermore, leaders develop strategies for coaching staff as they integrate technology into teaching, learning, and assessment processes.

#### 9.1 Use of Technology to Improve Teaching and Learning

<table>
<thead>
<tr>
<th>FPLS 4d; 9f</th>
<th><strong>Highly Effective</strong> (System-wide Impact) In addition to “Effective”…</th>
<th><strong>Effective</strong> (Local Impact)</th>
<th><strong>Needs Improvement</strong> (Leadership Potential)</th>
<th><strong>Ineffective</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The leader demonstrates use of technology to improve teaching and learning</td>
<td>The leader serves as a model for technology implementation to other organizations. The links between technology implementation and learning success are clear and public. The leader provides evidence of greater efficiency, improved quality of information, and more responsive effective communication. The leader coaches the entire staff on the results of the linkage between technology and organizational success, creating new ways to save resources and improve organizational effectiveness. The leader relentlessly pursues emerging best practices (e.g., web-based lessons).</td>
<td>The leader can document adherence to the following: • Assist teachers in using technology to access, analyze, and interpret student performance data and in using results to appropriately design, assess, and modify student instruction. • Collaboratively design, implement, support, and participate in professional development for all instructional staff that institutionalizes effective integration of technology for improved student learning.</td>
<td>The leader is personally proficient in required technology applications and appears to be an advocate for the use of instructional technology, but does not always differentiate between technology implementation and a clear impact on teaching and learning.</td>
<td>The leader does not display personal competence in the use of required technology applications. The leader does not link the installation of technology to specific teaching and learning objectives.</td>
</tr>
</tbody>
</table>

**FPLS 4d; 9f**

**9.2 Personal Proficiency in Electronic Communication**

The leader demonstrates personal proficiency in electronic communication.

The leader creates new opportunities for learning and uses the organization as an example of effective technology implementation. Leading by example, the leader provides a model of new learning.

The leader personally uses email, word processing, spreadsheets, presentation software, database, and district software. Personal study and professional development reflect a commitment to continued learning.

The leader has mastered some, but not all, software required for proficient performance. The leader takes the initiative to learn new technology.

The leader has limited literacy with technology. There is little or no evidence of the leader taking a personal initiative to learn new technology.
# FMLA Matrix (continued)

## 10.0 Personal Professional Learning: Aligns with Florida Principal Leadership Standards 4.0: 4a, 4d, 4e, 4f

**Narrative:** Leaders in education stay informed on current research in education and demonstrate their understanding through application. They engage in professional development opportunities and communities of practice that improve their personal professional/leadership practice and align with the needs of their schools and the school system-wide. In addition, leaders generate a professional development focus in their schools and districts that is clearly linked to the system-wide strategic objectives. The emphasis is on their role as “leaders of learning.”

<table>
<thead>
<tr>
<th>10.1 Personal Understanding of Research Trends</th>
<th>Highly Effective (System-wide Impact)</th>
<th>Effective (Local Impact)</th>
<th>Needs Improvement (Leadership Potential)</th>
<th>Ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FPLS 4a; 4d; 4e; 4f; 10d</strong></td>
<td>In addition to personal reading that is wide and deep in the fields of education research, the leader contributes directly to research, providing case studies, experimental results, and research questions to serve the interests of other leaders and educational organizations.</td>
<td>Personal reading, learning, and teaching in education and leadership research trends are evident and documented.</td>
<td>Some interest in education and leadership research trends is evident and documented. The leader is able to link personal reading to some leadership actions.</td>
<td>Little or no evidence of personal learning and research is present.</td>
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</tbody>
</table>

| 10.2 Personal Professional Focus | The leader approaches every professional development opportunity with a view toward multidimensional impact. Knowledge and skills are shared throughout the organization and with other departments, schools, and districts. Rather than merely adopting the tools of external professional development, this leader creates specific adaptations so that learning tools become part of the culture of the organization and are “home-grown” rather than externally generated. | The leader engages in professional development that is directly linked to organizational needs. The priority is given to building on personal leadership strengths. The leader personally attends and actively participates in the professional development that is required of other leaders in the organization. In the case of building principals, the leader personally attends and actively participates in the professional development required of teachers. | The leader actively participates in professional development, but it is reflective of a personal agenda rather than addressing the strategic needs of the organization. The leader attends professional development for colleagues, but does not fully engage in it and set an example of active participation. | The leader might introduce a professional development program, but does not participate in the learning activities along with the staff. The leader is not strategic in planning a personal professional development focus aligned with the school or district goals. |

**FPLS 4a; 4e; 4f; 10d**
### FMLA Matrix (continued)

<table>
<thead>
<tr>
<th>10.3 Professional Development Focus</th>
<th>Highly Effective (System-wide Impact)</th>
<th>Effective (Local Impact)</th>
<th>Needs Improvement (Leadership Potential)</th>
<th>Ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td>The leader creates a professional development focus</td>
<td>The leader has demonstrated the ability to integrate initiatives into one or two focus areas for professional development, with extensive time in faculty meetings, grade level meetings, department meetings, and staff development meetings focused on intensive implementation of a few areas of learning. The leader is able to document how professional development activities impact the closing of the learning gap for each subgroup.</td>
<td>Professional development plan has focused areas of emphasis and each of those areas is linked to the organization's strategic objectives. The leader is able to identify specific professional development offerings from past years that have been systematically reviewed and terminated because they failed to support organizational goals. The leader has a process for prior review of new professional development programs, and rigorously applies it to applications for time and funding. Professional development priorities are linked to the needs of the school, based on student achievement data.</td>
<td>Professional development opportunities are somewhat related to the organizational objectives, but no means of assessing their impact exists. Participant evaluations are the primary criteria for selection, so programs that are popular but ineffective tend to be the norm.</td>
<td>Faculty requests are routinely approved, whether or not they are related to student achievement. The leader's personal professional development agenda is based on preference, not organizational needs.</td>
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</table>

| FPLS 4a; 4e; 4f | | | | |
### FMLA Matrix (continued)

<table>
<thead>
<tr>
<th>10.4 Application of Learning</th>
<th>Highly Effective (System-wide Impact) In addition to “Effective”…</th>
<th>Effective (Local Impact)</th>
<th>Needs Improvement (Leadership Potential)</th>
<th>Ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td>The leader applies professional development learning</td>
<td>In addition to being proficient, this leader provides evidence of leverage, applying each learning opportunity throughout the organization. This leader creates forms, checklists, self-assessments, and other tools so that concepts learned in professional development are applied in the daily lives of teachers and leaders throughout the organization. In addition, this leader regularly shares these application tools with other schools, departments, or districts in order to maximize the impact if the leader’s personal learning experience.</td>
<td>There is clear evidence of the actual application of personal learning in the organization. Where learning has not been applied within the organization, this leader rigorously analyzes the cause for this and does not continue investing time and money in professional development programs that lack clear evidence of success when applied in the organization.</td>
<td>The leader has given intellectual assent to some important learning experiences, but can give only a few specific examples of application to the organization.</td>
<td>Even on those rare occasions when this leader engages in professional development, the purpose appears to be merely collecting information rather than reflecting on it and applying it to the organization. Professional development is an expense, not an investment in constructive improvements.</td>
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<tr>
<td>FPLS 4a; 4d; 4e; 4f; 10d</td>
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Purpose and Structure of the Standards

**Purpose**: The Standards are set forth in rule as Florida’s core expectations for effective school administrators. The Standards are based on contemporary research on multi-dimensional school leadership, and represent skill sets and knowledge bases needed in effective schools. The Standards form the foundation for school leader personnel evaluations and professional development systems, school leadership preparation programs, and educator certification requirements.

**Structure**: There are ten Standards grouped into categories, which can be considered domains of effective leadership. Each Standard has a title and includes, as necessary, descriptors that further clarify or define the Standard, so that the Standards may be developed further into leadership curricula and proficiency assessments in fulfillment of their purposes.

**Domain 1: Student Achievement:**

**Standard 1: Student Learning Results.**

Effective school leaders achieve results on the school’s student learning goals.

- The school’s learning goals are based on the state’s adopted student academic standards and the district’s adopted curricula; and
- Student learning results are evidenced by the student performance and growth on statewide assessments; district-determined assessments that are implemented by the district under Section 1008.22, F.S.; international assessments; and other indicators of student success adopted by the district and state.

**Standard 2: Student Learning as a Priority.**

Effective school leaders demonstrate that student learning is their top priority through leadership actions that build and support a learning organization focused on student success. The leader:

- Enables faculty and staff to work as a system focused on student learning;
- Maintains a school climate that supports student engagement in learning;
- Generates high expectations for learning growth by all students; and
- Engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school.

**Domain 2: Instructional Leadership:**

**Standard 3: Instructional Plan Implementation.**

Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments. The leader:

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a. Implements the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C. through a common language of instruction;
b. Engages in data analysis for instructional planning and improvement;
c. Communicates the relationships among academic standards, effective instruction, and student performance;
d. Implements the district’s adopted curricula and state’s adopted academic standards in a manner that is rigorous and culturally relevant to the students and school; and
e. Ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.

**Standard 4: Faculty Development.**

**Effective school leaders recruit, retain and develop an effective and diverse faculty and staff.** The leader:

a. Generates a focus on student and professional learning in the school that is clearly linked to the system-wide strategic objectives and the school improvement plan;
b. Evaluates, monitors, and provides timely feedback to faculty on the effectiveness of instruction;
c. Employs a faculty with the instructional proficiencies needed for the school population served;
d. Identifies faculty instructional proficiency needs, including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement, and the use of instructional technology;
e. Implements professional learning that enables faculty to deliver culturally relevant and differentiated instruction; and
f. Provides resources and time and engages faculty in effective individual and collaborative professional learning throughout the school year.

**Standard 5: Learning Environment.**

**Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida’s diverse student population.** The leader:

a. Maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy;
b. Recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning;
c. Promotes school and classroom practices that validate and value similarities and differences among students;
d. Provides recurring monitoring and feedback on the quality of the learning environment;
e. Initiates and supports continuous improvement processes focused on the students’ opportunities for success and well-being.
f. Engages faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps.

**Domain 3: Organizational Leadership**

**Standard 6: Decision Making.**

**Effective school leaders employ and monitor a decision-making process that is based on vision, mission and improvement priorities using facts and data.** The leader:

a. Gives priority attention to decisions that impact the quality of student learning and teacher proficiency;
b. Uses critical thinking and problem solving techniques to define problems and identify solutions;
Standard 7: Leadership Development.
Effective school leaders actively cultivate, support, and develop other leaders within the organization. The leader:

a. Identifies and cultivates potential and emerging leaders;
b. Provides evidence of delegation and trust in subordinate leaders;
c. Plans for succession management in key positions;
d. Promotes teacher–leadership functions focused on instructional proficiency and student learning; and
e. Develops sustainable and supportive relationships between school leaders, parents, community, higher education and business leaders.

Standard 8: School Management.
Effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment. The leader:

a. Organizes time, tasks and projects effectively with clear objectives and coherent plans;
b. Establishes appropriate deadlines for him/herself and the entire organization;
c. Manages schedules, delegates, and allocates resources to promote collegial efforts in school improvement and faculty development; and
d. Is fiscally responsible and maximizes the impact of fiscal resources on instructional priorities.

Standard 9: Communication.
Effective school leaders practice two-way communications and use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by building and maintaining relationships with students, faculty, parents, and community. The leader:

a. Actively listens to and learns from students, staff, parents, and community stakeholders;
b. Recognizes individuals for effective performance;
c. Communicates student expectations and performance information to students, parents, and community;
d. Maintains high visibility at school and in the community and regularly engages stakeholders in the work of the school;
e. Creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important school issues.
f. Utilizes appropriate technologies for communication and collaboration; and
g. Ensures faculty receives timely information about student learning requirements, academic standards, and all other local state and federal administrative requirements and decisions.

Domain 4: Professional and Ethical Behavior:

Standard 10: Professional and Ethical Behaviors.
Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader. The leader:
a. Adheres to the Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rules 6B-1.001 and 6B-1.006, F.A.C.
b. Demonstrates resiliency by staying focused on the school vision and reacting constructively to the barriers to success that include disagreement and dissent with leadership;
c. Demonstrates a commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and local community;
d. Engages in professional learning that improves professional practice in alignment with the needs of the school system; and
e. Demonstrates willingness to admit error and learn from it;
f. Demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.

SBE Rule 6A-5.080 Revised November 15, 2011

Rulemaking Authority 1001.02, 1012.34, 1012.55, 1012.986 FS.
Law Implemented 1012.55, 1012.986, 1012.34 FS. History–New 5-24-05, Formerly 6B-5.0012, Amended 11-15-11.
Leadership Standards
Documentation Log

The PNP Log should be used to document activities for each of the standards areas in the MLA Dimensions 1 -10 and the FPLS’s listed below:

- **Domain 1: Student Achievement**
  - Standard 1. Student Learning Results
  - Standard 2. Student Learning as a Priority

- **Domain 2: Instructional Leadership**
  - Standard 3. Instructional Plan Implementation
  - Standard 4. Faculty Development
  - Standard 5. Learning Environment

- **Domain 3: Organizational Leadership**
  - Standard 6. Decision Making
  - Standard 7. Leadership Development
  - Standard 8. School Management
  - Standard 9. Communication

- **Domain 4: Professional and Ethical Behavior**
  - Standard 10. Professional and Ethical Behaviors

For each activity listed on the log for the standard, provide the evidence, artifacts or products to document successful competency of that particular leadership standard; the documentation should be titled and numbered to match the title/number in the “Evidence of Competency” Column and placed behind the corresponding log for that for that particular standard.

REFER TO THE CROSSWALK OF MLA/FPLS MATRIX IN THE FRONT OF THIS SECTION
## PNP Leadership Standards Documentation Log

**Name:** ____________________________  **Program Dates:** ____________________________

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<th>MLA: Dimension 2 - Personal Behavior and Professional Ethics</th>
<th>FPLS: Standard 5a, 5b, 5c, 10a</th>
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# PNP Leadership Standards Documentation Log

Name: _______________________________ Program Dates: _______________________________

**MLA: Dimension 3 – Student Achievement**  
**FPLS: Standard 1a, 1b, 3b, 3c, 3d, 3e**

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# PNP Leadership Standards Documentation Log

**Name:** ______________________________  **Program Dates:** ______________________________

**MLA: Dimension 4 – Decision Making**  
**FPLS: Standard 6a, 6b, 6d, 6e**

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**Name:** _______________________________  **Program Dates:** _______________________________

**MLA:** Dimension 6 – Faculty Development  
**FPLS:** Standard 4b, 4c, 4d, 4e, 4f

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## PNP Leadership Standards
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**MLA: Dimension 7 – Leadership Development**
**FPLS: Standard 7a, 7b, 7c**

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# MLA: Dimension 9 – Technology
# FPLS: Standard 4d, 9f

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PNP Leadership Standards
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Name: ___________________________    Program Dates: ___________________________

**MLA: Dimension 10 – Technology**  
**FPLS: Standard 4a, 4d, 4e, 4f**

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<th>Date</th>
<th>Name of Task/Activity</th>
<th>Description</th>
<th>Evidence of Competency</th>
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SECTION VI

PROGRAM ASSESSMENTS

The following **COMPLETED** forms should be placed behind this tab:

- MLA Performance Appraisals by Principal and Peer Evaluator

- PNP-4 Leadership Standards Assessment Matrix (after year one and after year two)

- PNP-7 Florida School Principal Certification Recommendation Form
Leadership Standards Assessment Matrix for Year One

PNP Participant’s Name ___________________________ School ___________________________ Date ___________________________

Rate the following standards based on the PNP participant’s level of performance observed through Assigned Field Experiences, Feedback and Reflection and/or Transfer/Application of Professional Development Training in the Leadership Standards; use the KEY below the chart to indicate the method of assessment.

For standards areas rated **Does Not Meet during the first year of participation**, recommendations for remediation are required using the Professional Growth Plan in the MLA and the PNP-3 Support Team Goal Development/Review Form. Recommendations that are not met within the expected 2 year program timeline must be reflected on the final Program Recommendation and Completion Form and if an extension is requested and approved, a **Professional Improvement Plan** must also be attached.

<table>
<thead>
<tr>
<th>FPLS DOMAIN NUMBER &amp; STANDARD NUMBER</th>
<th>COMPETENCIES MET EFFECTIVELY</th>
<th>COMPETENCIES NOT MET EFFECTIVELY</th>
<th>IF COMPETENCIES NOT MET: RECOMMENDATIONS FOR REMEDIATION (INCLUDE PROFESSIONAL DEVELOPMENT AND/OR OTHER SUPPORT FOR YEAR 1)</th>
<th>MET YES/NO</th>
<th>NOTES</th>
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<tr>
<td>1. Student Achievement Standard 1,2</td>
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<tr>
<td>2. Instructional Leadership Standard 3, 4, 5</td>
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<td>3. Organizational Leadership Standard 6, 7, 8, 9</td>
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<td>4. Professional &amp; Ethical Behavior Standard 10</td>
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**KEY:** OFE-Observations/Field Experiences IFR-Interview/Feedback/Reflection PDA-Professional Development Application/Evidence

PNP Participant’s Signature ___________________________ Date ___________________________ Supervising Principal’s Signature ___________________________ Date ___________________________
PREPARING NEW PRINCIPALS PROGRAM

FPLS Assessment Matrix for Year Two

Rate the following standards based on the PNP participant’s level of performance observed through Assigned Field Experiences, Feedback and Reflection and/or Transfer/Application of Professional Development Training in the Leadership Standards; use the KEY below the chart to indicate the method of assessment.

For standards areas rated *Does Not Meet during the first year of participation*, recommendations for remediation are required using the Professional Growth Plan in the MLA and the PNP-3 Support Team Goal Development/Review Form. Recommendations that are not met within the expected 2 year program timeline must be reflected on the final Program Recommendation and Completion Form and if an extension is requested and approved, a Professional Improvement Plan must also be attached.

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<th>IF COMPETENCIES NOT MET: RECOMMENDATIONS FOR REMEDIATION (INCLUDE PROFESSIONAL DEVELOPMENT AND/OR OTHER SUPPORT FOR YEAR 1)</th>
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</table>

**KEY:** OFE-Observations/Field Experiences  IFR-Interview/Feedback/Reflection  PDA-Professional Development Application/Evidence

PNP Participant’s Signature ___________________________ Date ___________________________ Supervising Principal’s Signature ___________________________ Date ___________________________
FLORIDA SCHOOL PRINCIPAL CERTIFICATION
RECOMMENDATION FORM

Participant Name: ________________________________

Location: ___________________________ School Year ________ - ________

**REQUIREMENTS:** (Principal to complete)

Did participant receive a “meets expectations” rating on each of the Principal Leadership Standards and Principal Leadership Competency Rating Form? Yes ______ No ______

Did participant demonstrate significant progress on his/her Individual Leadership Development Plan (ILDP) goals? Yes ______ No ______

If no to either of the above questions, specify areas requiring further leadership skill development:
________________________________________
________________________________________

**RECOMMENDATIONS:** (Choose statements that apply)

Principal: I recommend ___________________________ for School Principal Certification.

Principal: I recommend ___________________________ continue in the program for one additional year; reasons cited below. Principal: I recommend ___________________________ withdraw from the training program and not be reappointed as an AP for the following school year.

Principal: I recommend ___________________________ be reappointed as Assistant Principal at (location) ___________ for (school year) _____________.

Support Team Members: I recommend ___________________________ for School Principal Certification.

Yes _____ No _____ Support Team Member: ________________________________

Yes _____ No _____ Support Team Member: ________________________________

Yes _____ No _____ Support Team Member: ________________________________
**SUMMARY STATEMENT**: (Principal to complete)

Explain reasons for recommendation of extension, withdrawal and/or non-reappointment.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

**SIGNATURES**: (Principal, HRRPD Director and PNP Participant)

Supervising Principal: ___________________________ Date: __________

HRRPD Director: ________________________________ Date: __________

Participant: _________________________________ Date: __________

Program Portfolio recommended to Superintendent for signature of approval:

Yes ______ No ________ Date __________

**SUPERINTENDENT:**

**Certification Statement**

My signature below signifies approval of recommendation of School Principal Certification:

Superintendent’s signature: ________________________________ Date: __________

**Extension Statement**

My signature below signifies approval of recommendation of PNP Program extension for one year.

Superintendent’s signature: ________________________________ Date: __________
SECTION VII

Program and Participant Survey Forms

• Evaluation of PNP Orientation
• Administrator Survey of the Principal Certification Program
• First Year Principal Survey
EVALUATION OF PNP ORIENTATION

For: PNP Program Participants and Supervising Administrators

Please reflect on your experience with today’s session and rate the experience by placing an “x” in the appropriate column following each item.

<table>
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<tr>
<th></th>
<th>Very High</th>
<th>High</th>
<th>Medium</th>
<th>Low</th>
<th>Very Low</th>
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<tbody>
<tr>
<td>Extent to which the session advanced my knowledge about the program</td>
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<td>Extent to which I was actively engaged as a learner today</td>
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<td>Extent to which I am confident about being a program participant</td>
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<td>Extent to which the training provided an appropriate level of interaction with other participants</td>
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<td>Extent to which material (video and print) were helpful to my learning</td>
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<td>Extent to which I believe I will be supported through follow up and help by the project staff</td>
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Overall Rating of the Session

Suggestions/Comments:

70
Core Curriculum Content Standard 1.4.3

Utilizing the ratings below, please give a rating by circling the appropriate number under each statement.

5 = Strongly Agree  4 = Agree  3 = Neutral  2 = Disagree  1 = Strongly Disagree

Note: All comments are welcome. If a rating of less than a 4 is given, you must give an appropriate explanation of how that particular component can be improved in the Comment section.

1. The requirements of my Principal Certification Program were aligned with the 10 Principal Leadership Standards.

   5  4  3  2  1

   Comments:

2. I have received appropriate orientation to the Principal Certification Program and its requirements.

   5  4  3  2  1

   Comments:

3. I have received sufficient support and assistance through either a mentor, support team, or another administrator.

   5  4  3  2  1

   Comments:

4. The requirements of my Principal Certification Program were relevant to my individual needs in developing leadership capacity and meeting leadership competencies.

   5  4  3  2  1

   Comments:
5. A variety of face to face, online, and combination trainings/classes/workshops have been made available to me to sustain or enhance my professional growth.

   5  4  3  2  1

Comments:

6. I have received sufficient “on the job” opportunities and field experiences to better prepare me for the principalship.

   5  4  3  2  1

Comments:

7. My graduate course work prepared me for the duty requirements and responsibilities of a school based administrator.

   5  4  3  2  1

Comments:

8. I received appropriate feedback from my mentor, support team or other administrator as I completed the Principal Certification Program.

   5  4  3  2  1

Comments:
First Year Principal Survey

3.3.1 Standard

To Be Completed By PNP Program Completer After First Year of Principalship

Name of First-Year Principal ___________________________ School Site ________________

Year of PNP Program __________ Year of 1st year Principalship ____________ Date ________

1. The content of the Principal Certification Program that I completed as an Assistant Principal provided what level of preparation?

**Much more than adequate**  **More than adequate**  **Adequate**  **Less than adequate**  **None**

What recommendations would you make for improving the content of the Principal Certification Program?
________________________________________________________________________________________
________________________________________________________________________________________

2. As a first year principal, I would rate the support and assistance that I received from my mentor as:

**Much more than adequate**  **More than adequate**  **Adequate**  **Less than adequate**  **None**

What recommendations would you make for improving mentoring to first year principals?
________________________________________________________________________________________
________________________________________________________________________________________

3. The preparation I received in the Principal certification program enhanced my knowledge, skills, and abilities as a new Principal to successfully impact school improvement and student growth/achievement.

**Much more than adequate**  **More than adequate**  **Adequate**  **Less than adequate**  **None**

Why or why not?
________________________________________________________________________________________
________________________________________________________________________________________

4. Most of the challenges that I encountered during my first year as a principal centered around _________. (Name a topic…Personnel, Student Discipline, SIP Plans, Data Analysis, Budget, School Law, Legal, Parent complaints, etc.)

Comments and/or recommendations for improvement in this area
________________________________________________________________________________________
________________________________________________________________________________________

5. I would make the following recommendations to improve the Principal Preparation/Certification Program (please be specific)
________________________________________________________________________________________
________________________________________________________________________________________